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COOPERATIVE STUDY OF SATURDAY INSTRUCTION.
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STUDENTS, FACULTY, AND ADMINISTRATORS AT FIVE WASHINGTON COMMUNITY COLLEGES PARTICIPATED IN A QUESTIONNAIRE STUDY DESIGNED TO (1) DETERMINE CURRENT TRENDS IN SATURDAY INSTRUCTION, (2) SURVEY ATTITUDES TOWARD SUCH A PROCESS, (3) IDENTIFY RELEVANT PROBLEMS, AND (4) DEVELOP A QUESTIONNAIRE FOR LOCAL USE. OF THE 14 WASHINGTON COMMUNITY COLLEGES, NONE OFFERED "REGULAR" CLASSES ON SATURDAY, THOUGH FIVE PRESENTED CERTAIN SPECIAL CLASSES. AMONG STUDENTS, 40 PERCENT INDICATED REFUSAL TO TAKE SATURDAY CLASSES, AND THERE WAS GENERAL PREFERENCE FOR EARLY MORNING CLASSES. JOB AND HOME RESPONSIBILITIES WERE THE PRINCIPAL DETERRENTS, AND THERE WAS MORE ACCEPTANCE OF THE IDEA AMONG STUDENTS WHO WERE OLDER, WHO HAD BETTER GRADES, AND WHO IDENTIFIED MORE CLOSELY WITH THE COLLEGE. THOUGH 20 PERCENT OF THE FACULTY MEMBERS SAID THEY WOULD NOT TEACH ON SATURDAY, THE MAJORITY INDICATED WILLINGNESS, PROVIDED THAT CERTAIN CONDITIONS OF LOAD, SALARY, AND TIME OFF WERE MET. ALL GROUPS AGREED THAT SATURDAY CLASSES WOULD ACCOMMODATE MORE STUDENTS, PERMIT MORE EFFECTIVE FACILITY USE, AND ALLOW MORE FLEXIBLE SCHEDULING, BUT THAT SUCH CLASSES WOULD INTERFERE WITH STUDENT WORK, BREAK UP THE WEEKEND, AND INTERFERE WITH LEISURE. THE QUESTIONNAIRE AND TABULATED RESULTS OF THE SURVEY ARE INCLUDED. (WO)

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AUG 7 1967

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JUNIOR COLLEGE
INFORMATION

COOPERATIVE STUDY OF SATURDAY INSTRUCTION

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Seattle, Washington 1964

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COOPERATIVE STUDY OF SATURDAY INSTRUCTION

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1. PREFACE

This study represents a cooperative effort by the Washington Association of Community Colleges and the Fund for the Advancement of Education, which supplied the funds necessary for the conduct and distribution of the report.

The procedures for the study were planned with the assistance of several members of the Washington Community College Association, who also helped to obtain necessary data.

To the University of Washington which provided many of the facilities necessary to the activities of the study, we express our gratitude.

Finally, it is obvious that an inquiry of this kind would have been impossible without the warm encouragement of the five colleges that agreed to take part. To their students, faculties and administrators, our warmest thanks.

Highline College	Seattle
Olympic College	Bremerton
Peninsula College	Port Angeles
Skagit Valley College	Mount Vernon
Yakima Valley College	Yakima

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IV. INTRODUCTION

The public community colleges in the State of Washington, like the rest of the higher educational community in the United States, are expanding rapidly; despite this expansion, however, they may be unable to satisfy the demands made upon them. Especially in those areas of the state in which populations are increasing has the need been felt for more and more opportunity in higher education. Among the proposals for increased educational offerings is the suggestion that existing institutions consider the possibility of offering instruction on Saturday.

But the thought of Saturday instruction is one that seems to stir passions. For some, the idea of surrendering a traditional day of rest from work and study is an anathema. For others it is at least unpleasant.

Clearly, then, a most important consideration in any proposal to extend instruction to a six-day week is the attitudes of the students, faculty members, and administrators who will participate, and, indirectly, the attitudes of their parents, spouses, children, employers, and others. In addition, the present study attempted to prepare instruments that might be used--with a minimum of alteration--by those faced with the prospect of increasing the instructional week to include Saturday, and to offer some idea of the advantages and disadvantages of Saturday instruction in the hope of setting some limits that will serve as a guide.

V. PURPOSES OF THE STUDY

1. The purposes of this study were as follows:
    1) To determine efforts already made to extend instruction to Saturday.
    2) To identify the attitudes toward Saturday instruction that have significance for students, faculty members, and administrators.
    3) To identify for institutional authorities the major problems to be expected if instruction is provided on Saturday.
    4) To prepare for use by institutional authorities questionnaires that might serve as models to be used prior to the undertaking of Saturday instruction.
2. The principal questions under study were as follows:
    1) Are Saturday programs now under way?

2) Will students, faculty members, and administrators agree to participate in Saturday instruction?

3) Under what conditions will students, faculty members, and administrators participate?

4) What are the principal circumstances that prevent participation in Saturday instruction?

5) What kinds of programs can be conducted on Saturday?

6) What are the major advantages and disadvantages of offering instruction on Saturday?

VI. THE STUDY PLAN

Questionnaires were designed to obtain opinions from students, faculty members and administrators on the advisability of conducting Saturday instruction. Five community colleges in Washington agreed to participate, with the result that 3473 students, 251 faculty members, and 25 administrators took part. Questionnaires were coded; the code was transferred to IBM cards and tabulated; and the results were entered on appropriate tables for analysis.

VII. THE FIVE COMMUNITY COLLEGES

The five colleges participating in this study:

1) include the oldest and the newest colleges in the State;

2) include the smallest and the largest public community colleges in the State;

3) are located in cities both large and small.

TABLE A1

THE FIVE COMMUNITY COLLEGES PARTICIPATING IN THE STUDY

College	Date Founded	Students*		Faculty*		Administrators*	
		Total	Completing Questionnaire	Total	Completing Questionnaire	Total	Completing Questionnaire
Highline . . .	1962	709	511	23	23	4	3
Olympic . . .	1946	2125	1234	86	80	6	4
Peninsula . .	1961	205	159	13	13	4	4
Skagit Valley	1926	650	543	54	54	7	7
Yakima	1928	1321	1026	85	81	8	7
TOTAL . . .		5010	3473	261	251	29	25
Percentage Completing Questionnaire			69.3		96.2		86.2

* Regular daytime students and staff

Highline College

Highline had its beginning in 1961. Located in a heavily populated urban area, it already has a 1963-64 enrollment of 1245 students, with 44 full-time and 83 part-time faculty. Full-time student enrollment is expected to increase to about 2,000 in the next two years and to 3,000 in ten years. Faculty need will increase from about 100 in 1965-66 to 175 in 1973-74. The effect of the two new community colleges authorized in the urban area will not be materially noticeable in the next few years, but it is expected that they will in time reduce the extreme pressure for enrollment now being felt by the college.

The initial phase of a new campus to house 1,500 students will be ready for occupancy in 1964-65. Over the next ten years it is anticipated that the college will increase its physical facilities to accommodate 3,500 students.

No specialized services have yet been developed. Comprehensive programs are offered in general education, lower-division college education, vocational-technical training, and community services.

Olympic College

Olympic was organized in 1946 and serves a well-populated, industrial area. In addition, the college draws many students from adjacent urban areas. The present enrollment of 2,000 students is expected to increase to 2,500 in 1965-66 and to 4,500 in 1973-74. The present faculty of 103 will have to be increased to about 125 in two years and to 200 in ten years.

A new library, a physical education instructional building, and an engineering center were completed this year. Plans for the next two years include facilities for additional academic classrooms, vocational-technical programs for day students on a newly-acquired campus, an auditorium-arts center, and library expansion. Needs for the next ten years roughly will triple the present campus area and double the current facilities.

New technological programs at the navy installation and current demand for increased offerings in engineering, electronics, nursing, graphic arts and business will require expansion and development. Future structure of the college will be affected further by planned development programs in nuclear technology, day-school offerings in metal trades, dental technology, registered nursing, mid-management, commercial fishing, oceanography, and marine biology.

Peninsula College

Peninsula was organized in 1959 after fifteen years of study and community effort. The college attracts students from this pulp-mill center and from the somewhat sparsely populated, recreational, and agricultural area of the North Olympic Peninsula.

The college lists 315 day students and 339 evening students enrolled in 1963-64, and estimates an increase of 550 full-time students by 1965-66 and 1,000 by 1973-74. This will require an increase from the present faculty of 19 full-time and 16 part-time to 37 full-time in two years and 67 in ten years.

College facilities are presently housed in a one-unit construction system with no dormitories available for on-campus students. Plans are in progress for the construction of the initial phase of a new campus to begin in January, 1964; a second phase will be completed in 1965. It is estimated that a third phase will be required by 1973-74.

Comprehensive programs are in the areas of lower-division college education, vocational-technical training, and community services. Programs in fisheries technology and forestry are under development and it is anticipated that the future structure of the college will be influenced by additional offerings in data processing and wood products technology.

Skagit Valley College

Skagit Valley had its beginning in 1926 and serves the agricultural area in Northwest Washington. As one of the older colleges in the State, it has passed through various changes in governing bodies and is now under the supervision of the Union High School District.

The college has a present enrollment of 1,867 with 63 full-time faculty and expects an increase to about 2,390 in two years and 2,840 in ten years. Faculty should be increased to 78 in 1965-66 and to 95 in 1973-74 in order to meet the demands of additional enrollment.

Housed in several different facilities for thirty-three years, the college started a building program in 1955; facilities were ready for use in 1957. In addition to the library now under construction, the college will need, in the next two years, an auditorium-music building, technical-vocational addition, and field house. Over the next ten years, there will be a need to increase library, general classroom and science facilities.

The college started as a pre-professional transfer type of institution gradually introducing the vocational-technical program. Off-campus courses are a unique function of the college. Development of an increasing number of technical-level programs will materially influence the future structure of the college.

Yakima College

Yakima was organized in 1928 and was governed by various bodies until its merger in 1947 with the public school district.

Students have diverse backgrounds coming as they do from both the fruit industry area and the commercial and industrial city. The 1963-64 enrollment of 1821 full-time students is expected to increase to about 2,500 in the next two years and remain more or less constant for the next ten years. The present faculty of 95 should be increased to 120 by 1965-66 and should not require further additions for the next ten years.

Physical facilities are being improved by a building program that includes current construction of a technical-vocational building and plans in the next two years for expanded academic facilities in library, science, physical education, and art. Expansion of the technical-vocational plant will be required in the next ten years.

Yakima Valley College emphasizes a comprehensive transfer and terminal curriculum in agriculture along with other vocational training, lower-division college education, general education, and community service.

VIII. PRESENT USE OF FACILITIES ON SATURDAY

Of the fourteen community colleges in the State of Washington, five are now using Saturday as an instructional day. These five institutions report that, in general, Saturday instruction has been a qualified success when offerings are restricted to those of a "non-transfer" nature, i.e., adult classes, short courses, special service courses, and conferences and workshops. No institution has extended "regular" classes to Saturday. Only one-day-a-week classes are now taught. One college uses Saturdays for staff meetings; eight of the fourteen expressed the view that Saturday classes must be considered soon.

IX. REVIEW OF RELATED LITERATURE

In addition to the traditional American concern over money spent for higher education, a growing concern over the increasing numbers of students of college age, the increasing numbers of these students who are seeking admission to colleges and universities, and the increased cost of providing opportunities for these young men and women have provoked a number of articles and studies on the efficiency and utilization of existing facilities and facilities soon to be built.

These articles deal with more efficient methods of using buildings, and more efficient scheduling of classes and programs to increase use of facilities, and call for more experiments to determine how educational resources might be better used including television, for example.

The articles by Netsch and Paine, Fuller and Rork and Thompson deal primarily with the planning and use of the physical plant. The tone of all these articles emphasizes the need for planning primarily as a device for more economical operations.

In "College Shouldn't Take 4 Years," Grayson Kirk emphasizes the opportunity for a better education if the span of a student's college career were compressed. Although Kirk emphasizes the value in accelerating the program for some kinds of students, he is aware that such acceleration would be less expensive per student to administer. How useful the Kirk approach would be for many of the kinds of Washington Community Junior College students, who may need more rather than less time in college, is far from clear.

The articles on the trimester system now used at the University of Pittsburgh and its possible adoption at Flint Community Junior College report on attempts to meet the need for facilities through year-round operations.

The kind of programming produced by the Easton study at Rutgers (Elmer C. Easton. YEAR ROUND OPERATION OF COLLEGES.) was efficient and orderly but its usefulness is limited because it requires firm control of the timing of the entrance of the student and, perhaps, more control over his program once he has been enrolled. With the demonstrated mobility of the Washington State college student, and with the emphasis upon flexibility that has been common in Washington Community Junior Colleges in recent years, the application of a program such as Easton's seemed best fitted to a school with a rigid curriculum, such as engineering, and a large student body such as might be found at a State university.

V. J. Danilov in his article, "Exciting Experiments in Higher Education," advances the idea that experiments to enable a fuller use both of staff and of facilities are being made, and that they may hold some practical suggestions for providing more and better educational opportunities and for doing so at a lower cost per student. Among the things he considered experimental were:

1. advanced college placement;

2. honors programs;

3. University Association Systems that attempt to create an atmosphere of small liberal arts colleges in large undergraduate programs;

4. Continental Classroom; and

5. larger coordinating boards.

While no articles have been written that deal directly with the problem of Saturday classes at junior colleges, Algo Henderson in his essay, "A Critical Look at Year-Round Operations of Institutions," ably summarized both the needs influencing the recent interest in the extension of the use of facilities, and the matters that should be considered before embarking on a new pattern of use. Henderson sees a need for more facilities and for the control of the entry of students into the program. Before starting a program to meet these needs, Henderson urges an examination of the "time system"--the appropriateness of the quarter, semester, or some other classification of the academic year, an examination of the decision-making process that involves both the faculty and the administration; an awareness of the fact that while the cost per student would be less, the total cost of operations would be higher and a great deal of careful planning would be necessary for success.

One of the most intensive studies of Saturday instruction was undertaken by W. Hugh Stickler of the Office of Institutional Research and Service at Florida State University. In the spring of 1962 Stickler mailed a one-page questionnaire to 77 institutions (of his choosing), and received replies from 76.

In brief, the results of the survey were as follows:

1. "Three-fourths (75.0 per cent) of the institutions included in [the] study operated Saturday classes for regular resident students."

2. "Among the institutions which operate Saturday classes the extent of use varies widely."

3. "Among institutions operating Saturday classes more than two out of five (42.1 per cent) require certain parts or all of the student body to enroll in such classes."

4. "Major state universities and land-grant institutions operating on semester calendars use Saturday classes more frequently than do similar institutions operating on quarter calendars."

5. "Saturday classes are operated more frequently among major state universities and land-grant institutions in the midwestern and west coast states (88.9 per cent and 87.5 per cent respectively) than among similar institutions in the southern and western mountain states (68.2 per cent and 63.2 [per cent] respectively)."

6. "This study reveals no significant trends regarding the use of Saturday classes."

7. "Comments volunteered by respondents were numerous, miscellaneous, sometimes conflicting, and inconclusive as to significance."

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XI. THE QUESTIONNAIRE

1. Introduction

In the following pages, information will be divided into three principal parts.

PART 1. GENERAL CHARACTERISTICS OF STUDENTS, FACULTY MEMBERS, AND ADMINISTRATORS

PART 2. ATTITUDES TOWARD SATURDAY INSTRUCTION

PART 3. COMPARED: RESPONSES TO LIKE ITEMS BY STUDENTS, FACULTY MEMBERS, AND ADMINISTRATORS

In general, an attempt has been made to rely, whenever possible, on a short, uncomplicated chart to convey meaning with support from a paragraph or two of narrative.

2. Designing the Questionnaire

In the spring of 1963, three questionnaires were created for the regular day-time students, faculty members, and administrators of the five colleges agreeing to participate in the study.

So that the questions asked might be as meaningful as possible, two preparatory steps were taken before the questionnaire was submitted for completion. First, a small number of persons knowledgeable in the affairs of community colleges was asked to make suggestions on the appropriateness of the questions on the first draft of the questionnaires. With these suggestions in hand, a second draft was readied, and was completed by 34 students and a small number of faculty members and administrators at Everett Junior College, Everett, Washington. When the responses of these questionnaires had been analyzed, the third and final draft of the documents was prepared and submitted to students, faculty members, and administrators for answer.

Two Warnings

As first conceived, the study was to begin with a random sampling of opinion in the five colleges. But for a number of reasons, this plan was discarded in favor of an attempt to include all students, faculty members, and administrators. Despite warm cooperation on the part of everyone at the five participating colleges, the questionnaires were not filled out by all persons eligible to complete them. Generalizations are made, however, as if all had completed the questionnaire. Nevertheless, as the following table will show, a population in excess of 70 per cent was reached, a number that constitutes a formidable sample, if not a random one. Though it is believed that those who did not complete the questionnaire were distributed randomly, this has not been proved, and conclusions drawn from the respondents--even though their number is large--may not be regarded as meeting the requirements of strict statistical procedure.

TABLE B1

QUESTIONNAIRE RESPONDENTS

	Respondents	Total	Per Cent Response
Students	3473	5010	69.3
Faculty Members.	251	261	96.2
Administrators	25	29	86.2
TOTAL . .	3749	5300	70.7

Under ideal circumstances, a questionnaire of this type would be administered by persons thoroughly familiar with it. However, it was impossible to secure such a condition partly because of the size of the population involved, partly because of a desire to disrupt the educational programs of the colleges as little as possible, and for other reasons. Cursory examination of the documents reveals that the questionnaires need very little explanation, but there is some problem with interpretation of certain words. Whenever such a problem is present an explanation is provided, usually as a footnote to a chart. Only a very few sections of some questionnaires were unusable, and even then only certain items were discarded. Administration of the student questionnaires was supervised by faculty members. A few duplicate questionnaires were found and discarded.

Still another, and perhaps inevitable, weakness of a technique of this type arises from the fact that the substance of it is a matter that has unpopular overtones. To put it more bluntly, not everyone is enthusiastic about Saturday classes.

Dealing as the questionnaire does with a controversial subject--one on which feelings might be expected to run high--it is not surprising that a faculty member was said to have introduced it with remarks to the effect: "If you don't want them to saddle you with Saturday classes next year, you better be careful how you answer some of the questions on this."

It is impossible to know how much of this "coaching" may have gone on--only one case was brought to the attention of the project director. Actually only 39.2 per cent of the students gave an outright "no" to the question, "If it became necessary to offer classes on Saturday, would you attend?" While lower than expected, this low response proves nothing one way or the other with regard to coaching.

XII. GENERAL CHARACTERISTICS OF STUDENTS, FACULTY MEMBERS, AND ADMINISTRATORS

1. Students

Of the student populations at the five colleges, single males constitute the largest part (64.1%); single females account for 902 (or 26%). (Information with respect to a specific college may be found in charts in the Appendix.)

TABLE 1

MARITAL STATUS

	Students Number	Students Per Cent
Single male	2226	64.1
Single female	902	26.0
Married male	207	5.9
Married female	101	2.9
Widowered, divorced or separated male	9	0.3
Widowed, divorced or separated female	28	0.8
TOTAL	3473	100.0

Only a few students (21) are as young as 17, although 117 of them are 31 or older. As expected, 19 is the most common age, but the range of ages represented by the student populations of the five colleges is very wide indeed.

TABLE 2

AGE AT LAST BIRTHDAY

	Students Number	Students Per Cent
16 or younger	0	0.0
17	21	0.6
18	643	18.5
19	1262	36.3
20	828	23.8
21	237	6.8
22-25	291	8.4
26-30	72	2.1
31 or older	117	3.4
Unusable response	2	0.1
TOTAL	3473	100.0

Although 586 students registered for more than from thirteen to sixteen credit hours, the thirteen to sixteen group seems to have been the largest single classification of units of registration.

TABLE 3

CREDIT HOURS REGISTERED THIS TERM

	Students	
	Number	Per Cent
4 credit hours or less	20	0.6
From 5-8 credit hours	173	5.0
9-12 credit hours	721	20.8
13-16 credit hours	1952	56.2
17-20 credit hours	574	16.5
21 or more credit hours	12	0.3
Unusable response	20	0.6
TOTAL	3473	100.0

A large number of students--453--said that they had cumulative grade-point averages of "B" or better, and only a few--36--said that they had records that were poorer than "D".

TABLE 4

CUMULATIVE GRADE-POINT AVERAGE

	Students	
	Number	Per Cent
0.00-0.49	8	0.2
0.50-0.99	28	0.8
1.00-1.49	197	5.7
1.50-1.99	718	20.7
2.00-2.49	1281	36.9
2.50-2.99	682	19.7
3.00-3.49	320	9.2
3.50-4.00	133	3.8
Unusable response	106	3.0
TOTAL	3473	100.0

As expected, most of the students registered in programs of study classed as "primarily college transfer."

TABLE 5

PROGRAM OF STUDY

	Students	
	Number	Per Cent
Primarily college transfer program	2808	80.9
Primarily vocational	474	13.6
Neither college transfer nor vocational	148	4.3
Unusable response	43	1.2
TOTAL	3473	100.0

About 40 per cent of the students responding to the questionnaire indicated that they had been at their colleges for about one year.

TABLE 6

TIME SPENT AT THIS COLLEGE

	Students	
	Number	Per Cent
Less than one year	998	28.7
About one year	1382	39.8
More than one year	1086	31.3
Unusable response	7	0.2
TOTAL	3473	100.0

Most of the students--77.9 per cent--had done all their work at the institution in which they were enrolled, but a surprising 21.5 per cent of them had transferred at least once.

TABLE 7

TRANSFERS

	Students Number	Students Per Cent
Yes, I did all my work here	2704	77.9
No--transferred during Freshman year	355	10.2
No--transferred after Freshman year	352	10.1
No--started here, attended another school for a time, and then returned to this college	41	1.2
Unusable response	21	0.6
TOTAL	3473	100.0

Most of the students in the study--85.5 per cent--lived within easy driving distance of their colleges.

TABLE 8

DISTANCE OF ABODE FROM COLLEGE

	Students Number	Students Per Cent
A few minutes walk	596	17.2
A long walk	328	9.4
Within easy driving distance	2045	58.9
More than an hour's drive away	434	12.5
More than 100 miles away	63	1.8
Unusable response	7	0.2
TOTAL	3473	100.0

Since employment, and especially employment on Saturday, would seem to have some bearing on the acceptability of the idea of Saturday classes, an attempt was made to determine how many students work, and for how long. Surprisingly, 47.3 per cent of the students are not "gainfully employed" at all; one must remember, however, that many students who are not "gainfully employed" may have responsibilities at home or elsewhere that would make it impossible, or at any rate a great hardship, to leave home for college or to attend Saturday classes.

TABLE 9

GAINFUL EMPLOYMENT

	Students	
	Number	Per Cent
Yes--I work less than 10 hours a week	548	15.8
Yes--I work from 11 to 15 hours a week	321	9.2
Yes--I work from 16 to 21 hours a week	340	9.8
Yes--I work from 22 to 26 hours a week	191	5.5
Yes--I work from 27 to 32 hours a week	163	4.7
Yes--I work more than 33 hours a week	255	7.3
No	1641	47.3
Unusable response	14	0.4
TOTAL	3473	100.0

About the same number of students that are not "gainfully employed" are not "gainfully employed" on Saturday.

TABLE 10

GAINFUL EMPLOYMENT ON SATURDAY

	Students	
	Number	Per Cent
Yes	1118	32.2
Sometimes	711	20.5
No	1638	47.1
Unusable response	6	0.2
TOTAL	3473	100.0

When the study was being planned it was thought that there might be some relationship between a student's "emotional attitude" toward his college and his willingness to attend Saturday classes. Though some relationship does exist (Contingency Coefficient "C" is .26; converted to chi square is significant beyond the 1 per cent level),** it does not seem to be strong (see TABLE 51). However, if one were looking for a single factor with which to predict the acceptability of introducing Saturday classes, one might expect those with a strong attachment to their college to be more willing to accept the idea of

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** Tests of significance are reported although not strictly applicable due to sampling technique. See page 10.

Saturday instruction. At any rate, emotional attitude toward the college would be as good a single predictive tool as any others available in this study, i.e., grade-point average (C = .11. See TABLE 50), credit hours of registration (C = .15. See TABLE 46), age (C = .11. See TABLE 45), and the like, but the evidence is not impressive for any single factor.

TABLE 11

STUDENT'S EMOTIONAL FEELING TOWARD THE COLLEGE

	Students Number	Students Per Cent
I have a strong attachment to it	485	14.0
I like it, but my feelings are not strong	2326	67.0
I have no feelings about it one way or the other	452	13.0
I don't like it very much, but my feelings are not strong	164	4.7
I thoroughly dislike it	28	0.8
Unusable response	18	0.5
TOTAL	3473	100.0

2. Faculty

In all, 251 faculty members, both full- and part-time, responded to the questionnaire.

TABLE 12

FULL-TIME AND PART-TIME FACULTY STATUS

	Faculty Number	Faculty Per Cent
A part-time instructor	17	6.8
A full-time instructor	205	81.7
A part-time instructor and a part-time administrator	29	11.5
TOTAL	251	100.0

For the most part these 251 faculty members had taught at their colleges only a short time. Almost 70 per cent of them had been at their institutions less than four years.

TABLE 13

LENGTH OF FACULTY SERVICE AT THIS COLLEGE

	Faculty	
	Number	Per Cent
One year or less	71	28.3
More than one year, but less than two years	45	17.9
From two to four years	58	23.1
From five to seven years	26	10.3
From eight to ten years	18	7.2
From eleven to thirteen years	12	4.8
More than thirteen years	21	8.4
TOTAL	251	100.0

Their teaching responsibilities were as follows:

TABLE 14

TEACHING RESPONSIBILITIES

	Faculty	
	Number	Per Cent
Agriculture	4	1.6
Art	8	3.2
Biological Science	12	4.8
Business Administration	23	9.2
Home Economics	3	1.2
Humanities	35	13.9
Language	19	7.6
Mathematics and Engineering	36	14.3
Music	11	4.4
Nursing	10	4.0
Physical Science	20	8.0
Social Science	27	10.7
Student Services	4	1.6
Technical-Vocational	10	4.0
Library	7	2.8
Special Education	3	1.2
Physical Education	15	6.0
Other: Journalism, Advertising; part-time instructor and part-time counselor; full-time counselor; bookstore	4	1.5
TOTAL	251	100.0

3. Administrators

Twenty-five administrators responded to the questionnaire. For purposes of this study anyone who spends 50 per cent or more of his time in administration is classed as an "administrator." Those spending less than 50 per cent in administrative activities are classed as "faculty."

TABLE 15

FULL-TIME AND PART-TIME ADMINISTRATIVE STATUS

	Administrator	
	Number	Per Cent
Full-time Administrator	17	68.0
Part-time Administrator	1	4.0
Part-time Administrator and a Part-time Faculty Member	7	28.0
TOTAL	25	100.0

TABLE 16

ADMINISTRATOR TEACHING RESPONSIBILITIES

	Administrator	
	Number	Per Cent
Agriculture	00	0.0
Art	00	0.0
Biological Science	00	0.0
Business Administration	2	8.0
Home Economics	00	0.0
Humanities	00	0.0
Languages	1	4.0
Mathematics and Engineering	00	0.0
Music	00	0.0
Nursing	00	0.0
Physical Science	1	4.0
Social Science	3	12.0
Special Service--handicapped youth	1	4.0
Full-time Administrators	17	68.0
TOTAL	25	100.0

It has been noted that about 70 per cent of the faculty members had been at their colleges for four years or less. Surprisingly, almost the same percentage--72 per cent--of administrators had had less than four years of tenure in office.

TABLE 17

LENGTH OF ADMINISTRATIVE SERVICE AT THIS COLLEGE

	Administrator	
	Number	Per Cent
One year or less	4	16.0
More than one year, but less than two years . . .	6	24.0
From two to four years	8	32.0
From five to seven years	1	4.0
From eight to ten years	1	4.0
From eleven to thirteen years	2	8.0
More than thirteen years	3	12.0
TOTAL	25	100.0

XIII. ATTITUDES TOWARD SATURDAY INSTRUCTION

1. Students

Only a few students, 161 or 4.6 per cent, had ever attended Saturday classes.

TABLE 18

ATTENDED CLASSES, IN COLLEGE OR ELSEWHERE, ON SATURDAY

	Students	
	Number	Per Cent
Yes	161	4.6
No	3298	95.0
Unusable response	14	0.4
TOTAL	3473	100.0

Everyone who took a direct or an advisory part in the planning of the study believed that the number of students who could be expected to say that they would refuse to attend Saturday classes would be very high indeed--some thought as high as 70 per cent. As expected, a large number of the student respondents--40 per cent--did say that they would refuse to attend Saturday classes, and another 10 per cent reported that to do so would cause "great hardship."

TABLE 19

WOULD ATTEND SATURDAY CLASSES, IF IT SHOULD BECOME NECESSARY TO OFFER THEM

	Students	
	Number	Per Cent
Yes	683	19.7
Yes, but it would be inconvenient	1095	31.5
Yes, but it would be a great hardship	323	9.3
No	1363	39.2
Unusable response	9	0.3
TOTAL	3473	100.0

An attempt was made to discover what time--other than Saturday--could be set aside for classes. Sixty per cent of the students who responded thought that very early morning during the week would be less objectionable than very late evening during the week. (Though it was not the intention of the questionnaire, many students who said either that they would, or would not, attend classes on Saturday answered this item.)

TABLE 20

ALTERNATIVE TIME FOR SATURDAY CLASSES, IF INCONVENIENT OR A HARDSHIP**

	Students	
	Number	Per Cent
Very early morning during the week	2096	60.3
Very late evening during the week	1102	31.7
Both early and late during the week	2	0.1
Unusable response	273	7.9
TOTAL	3473	100.0

**Large number of unusable responses due to the fact that a number of those who would not have attended Saturday classes volunteered an answer to this question.

Asked to indicate the two or three most important circumstances that would prevent them from attending Saturday classes, the students responded with the following:

1. Interference from work
2. Family responsibilities
3. Financial

TABLE 21

TWO OR THREE MOST IMPORTANT REASONS THAT PREVENT ATTENDANCE AT SATURDAY CLASSES**

	Students		
	Rank	Number of Responses	Per Cent
My work would interfere	1	830	8.0
Family responsibilities would interfere	2	483	4.6
Financial reasons	3	474	4.5
Armed forces reserve duties would prevent me	4	118	1.1
Five days of schooling provides students with sufficient work	5	104	1.0
Miscellaneous and transportation problems	6	77	0.7
Religious principles would prevent me	7	29	0.3
Interfere with nursing education	8	16	0.2
Interfere with sports	9	9	0.1
Unused responses (offered total of three responses)	10	8279	79.5
TOTAL		10,419	100.0

**Since there were only 1363 clear "No's," more persons responded than should have. Nevertheless, all responses have been counted.

As to the "kinds of classes" to be offered on Saturday, there was some difference of opinion, although 18 per cent thought either that the "kinds of classes" was immaterial, or that regular classes offered during the week should be offered on Saturday.

TABLE 22

"KINDS OF CLASSES" TO BE OFFERED ON SATURDAY

		Students	
	Rank	Number of Responses	Per Cent
Regular classes offered during the week days . . .	1	1028	9.9
Only laboratory classes	2	940	9.0
Classes that meet infrequently	3	874	8.4
The "kind of classes" to be offered is immaterial .	4	838	8.0
Vocational and technical education classes	5	739	7.1
Only lecture and discussion classes	6	582	5.6
Adult classes now offered in the evening	7	562	5.4
Unused responses (offered a total of three), and unusable responses	8	4856	46.6
TOTAL . . .		10,419	100.0

An attempt was made to obtain opinions as to the major advantages and disadvantages in offering classes on Saturday. Some of the advantages reported were:

1. Accommodate more students
2. Permit greater use of facilities
3. Permit smaller classes
4. Permit more flexibility in class scheduling
5. Help to reduce overcrowding
6. Permit student to complete program sooner
7. Help shorten the quarter or semester
8. Make it possible to offer more three-day-a-week classes

TABLE 23

THE THREE OR FOUR MOST IMPORTANT ADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Students		
	Rank	Number of Responses	Per Cent
Accommodate more students	1	1649	12.0
Permit greater use of facilities	2	1459	10.6
Permit smaller classes	3	1300	9.5
More flexibility in class scheduling	4	1192	8.7
Help to reduce overcrowding	5	1164	8.5
Permit student to complete program sooner	6	946	6.9
Might shorten the quarter or semester	7	820	6.0
Possible to offer more three-day-a-week classes	8	681	5.0
Reduce the necessity for evening classes	9	385	2.8
Produce a block of time in which two- or three-hour classes might meet	10	337	2.4
Permit instructors more flexibility	11	334	2.4
Use more part-time faculty	12	193	1.0
Increase number of seminars, labs, discussions, and extra periods	13	13	0.1
Allow more part-time students to attend	14	12	0.1
Allow for more classes	15	6	0.1
Permit students to make up lost credits	16	5	0.1
Miscellaneous: provide extra study time; more even distribution of class hours per day, more library hours, more vocational classes.	17	16	0.1
Unused responses (offered four responses)	18	3238	23.7
TOTAL . . .		13,725	100.0

The most important disadvantage in Saturday instruction as seen by the students was that many students work on Saturday, although, as has already been indicated, not as many students as one might suppose--52.7 per cent--are "gainfully employed" on Saturday either regularly, or occasionally.

Included among the list of disadvantages were two that were thought to represent the views of those most ardently opposed to Saturday instruction: "It is simply an unacceptable concept"; and "An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff." Surprisingly, neither response was particularly popular with the students; the two ranked a poor sixth and a weak ninth.

TABLE 24

THE THREE OR FOUR MOST IMPORTANT DISADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Students		
	Rank	Number of Responses	Per Cent
Students work on Saturday	1	2589	18.8
Breaks up the weekend	2	1959	14.2
Interferes with relaxation and leisure	3	1373	9.9
Interferes with student extracurricular activities.	4	1237	9.0
Reduces student time for study and thus interferes with learning	5	1178	8.5
An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff	6	588	4.3
Works a hardship on some religious groups	7	506	3.7
Damages student morale	8	489	3.5
It is simply an unacceptable concept	9	308	2.2
Family responsibilities	10	37	0.3
Armed Forces obligations	11.5	10	0.1
Out-of-towners would be unable to go home weekends	11.5	10	0.1
Difficulties for instructors	13	9	0.1
Commuting for only one or two classes would be a hardship	14	3	0.0
Miscellaneous: reduce school enthusiasm; union difficulties; transportation problems; increased expense; too many consecutive days of schooling	15	37	0.3
Unused responses (offered four responses)	16	3461	25.0
TOTAL . . .		13,794	100.0

2. Faculty

Whereas 95 per cent of the student respondents had not attended Saturday classes, only 53 per cent of the faculty members of the five colleges had neither attended nor taught Saturday classes.

TABLE 25

EXPERIENCE OF FACULTY MEMBERS WITH SATURDAY CLASSES

	Faculty	
	Number	Per Cent
Have attended Saturday classes	84	33.4
Have taught Saturday classes	11	4.4
Have both attended and taught Saturday classes . .	23	9.2
Have neither attended nor taught Saturday classes.	133	53.0
TOTAL	251	100.0

Only 19.5 per cent of all faculty members replying indicated that they would not agree to teach Saturday classes, but a large number of them, 187 or 74.5 per cent, said that they would do so only if certain conditions were met.

TABLE 26

FACULTY MEMBERS WOULD AGREE TO TEACH SATURDAY CLASSES

	Faculty	
	Number	Per Cent
Yes	4	1.6
Yes, but reluctantly	9	3.6
Yes, but only if the conditions listed below are met	187	74.5
No	49	19.5
Unusable response	2	0.8
TOTAL	251	100.0

There seems to be only slight relationship between the faculty members' experience with Saturday classes and their willingness to teach such classes (Contingency Coefficient = .12).

TABLE 27

FACULTY EXPERIENCE WITH SATURDAY INSTRUCTION AND WILLINGNESS TO TEACH SATURDAY CLASSES

	AGREE TO TEACH SATURDAY CLASSES									
EXPERIENCE IN ATTENDING OR TEACHING SATURDAY CLASSES	Yes		Yes, but reluctantly		Yes, but only if certain conditions are met		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	2	1.7	4	3.4	92	78.0	20	16.9	118	47.4
No	2	1.5	5	3.8	95	72.5	29	22.1	131	52.6
TOTAL	4	1.6	9	3.6	187	75.1	49	19.7	249	100.0

Unusable response . . . . 2 or 0.8%

Contingency Coefficient = .1272
Converted to Chi-square = 4.1 which is not significant.

An attempt was made to determine the conditions under which faculty members would agree to teach on Saturday. Clearly, faculty members are concerned that their teaching loads not be increased; that if they are to teach on Saturday, classes will be restricted to the morning; and, that they receive increased payment for their additional services. (A few faculty members who indicated that they would not teach on Saturday replied to this question. Their responses were included in the total.)

TABLE 28

CONDITIONS UNDER WHICH FACULTY MEMBERS WOULD TEACH ON SATURDAY

	Faculty		
	Rank	Number of Responses	Per Cent
No increase in teaching load	1	137	16.8
Only morning classes on Saturday	2	109	13.3
Increased payments	3	91	11.1
At least Sunday and Monday off	4	62	7.6
At least Sunday and one other day off	5	56	6.8
No more than one class on Saturday	6	39	4.8
Saturday instruction responsibilities are equally shared by the faculty	7	2	0.2
Miscellaneous: decreased teaching load; two consecutive free days; fill afternoon classes during week first; no classes before 10 a.m.; entire plant (bookstore, etc.) operates too; two 2-hour classes on Saturday morning	8	9	1.1
Unused responses (offered four responses)	9	312	38.3
TOTAL		817	100.0

Of those who indicated that they would not teach on Saturday, most said that they had other interests or duties to perform on Saturday.

TABLE 29

REASONS FOR REFUSING TO TEACH ON SATURDAY

	Faculty		
	Rank	Number of Responses	Per Cent
Have other interests to occupy my time	1	32	16.5
Have other duties to perform on Saturday	2	28	14.5
Have family responsibilities on Saturday	3	27	13.9
Simply am opposed to teaching on Saturday	4	22	11.3
Contrary to the shorter work-week trend	5	2	1.0
Miscellaneous: social activities on Saturday; member of Seventh Day Adventist church; conflict with nursing schedule; with better utilization of existing time and better instruction, Saturday instruction would not be needed; work in church on Sunday as a musician	6	8	4.1
Unused responses (offered four)	7	75	38.7
TOTAL		194	100.0

The faculty members seemed to agree with the students in the belief that the "kinds of classes" to be offered on Saturday was immaterial; or that if it came to a decision as to what should be offered, the regular classes offered during the week were appropriate. Second choice was for the "regular classes offered during the week."

TABLE 30

KINDS OF CLASSES TO BE OFFERED ON SATURDAY

	Faculty		
	Rank	Number of Responses	Per Cent
The "kind of classes" to be offered is immaterial	1	104	14.1
Regular classes offered during the week days	2	69	9.3
Classes that meet infrequently	3	67	9.0
Vocational and technical education classes	4	64	8.6
Only laboratory classes	5	54	7.3
Adult classes now offered in the evening	6	34	4.6
Only lecture and discussion classes	7	9	1.2
Unused responses (offered three)	8	340	45.9
TOTAL		741	100.0

Unlike the students, 60 per cent of whom preferred very early morning classes during the week to very late evening classes, the members of the faculty were about evenly divided on the question of an alternative time for extra classes.

TABLE 31

ALTERNATIVE TIME TO SATURDAY INSTRUCTION

	Faculty	
	Number	Per Cent
Very early morning during the week	89	35.4
Very late evening during the week	87	34.7
Both early and late	1	0.4
Unused responses	74	29.5
TOTAL	251	100.0

The five most often expressed advantages for Saturday instruction as seen by the members of the faculty were:

1. Permit greater use of facilities
2. Allow more flexibility in class scheduling
3. Accommodate more students
4. Help to reduce overcrowding
5. Make it possible to offer more three-day-a-week classes

TABLE 32

THREE OR FOUR IMPORTANT ADVANTAGES OF SATURDAY INSTRUCTION

	Faculty		
	Rank	Number of Responses	Per Cent
Permit greater use of facilities	1	178	17.7
More flexibility in class scheduling	2	112	11.1
Accommodate more students	3	111	11.0
Help to reduce overcrowding	4	73	7.2
Possible to offer more three-day-a-week classes	5	64	6.4
Produce a block of time in which two- or three-hour classes might meet	6	46	4.5
Use part-time faculty	7	27	2.7
Might shorten the quarter or semester	8	26	2.6
Smaller classes	9	23	2.3
Permit instructors more flexibility	10	15	1.5
Reduce the necessity for evening classes	11	12	1.2
Permit student to complete program sooner	12	11	1.1
Accommodate those who can't take classes at other times	13	3	0.3
Miscellaneous: in foreign languages many elementary and secondary school teachers have expressed an interest in Saturday classes	14	2	0.2
Unused responses (offered four)	15	301	30.2
TOTAL		1004	100.0

The important disadvantages were:

1. Students work on Saturday.

2. Breaks up the weekend.

3. Interferes with relaxation and leisure.

4. Is an unsatisfactory way to face the problems having to do with the need for expanded facilities and staff.

5. Damages faculty morale.

6. Works a hardship on some religious groups.

Listed on the questionnaire for consideration by the faculty members were two suggested "disadvantages" that were offered as expressions of the most hardened opposition to the idea of Saturday instruction~~:~~

Item 1. It is simply an unacceptable concept.

Item 8. An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff.

Only Item 8 was among the leaders, ranking a strong fourth in popularity; Item 1, however, was a poor tenth.

TABLE 33

THREE OR FOUR DISADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Faculty		
	Rank	Number of Responses	Per Cent
Students work on Saturday	1	163	16.3
Breaks up the weekend	2	118	11.8
Interferes with relaxation and leisure	3	83	8.3
An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff	4	79	7.9
Damages faculty morale	5	55	5.5
Works a hardship on some religious groups	6	52	5.2
Reduces student time for study and thus interferes with learning	7	25	2.5
Interferes with student extracurricular activities	8	21	2.1
Cost of running only part of the plant would be too great	9	20	2.0
It is simply an unacceptable concept	10	15	1.5
Interferes with family responsibilities	11	9	0.9
Would create union contract problems	12	7	0.7
Interferes with outside work--necessary "at these salaries"	13	6	0.6
Present tendency is to shorten work-week	14	3	0.3
Miscellaneous: works hardship on both student and instructor; students wouldn't like it; doesn't coincide with schedule of community; transportation problems; interferes with extracurricular activities; upsets nursing education schedule; would increase administrative problems; interferes with other educational activities	15	4	0.4
Unused responses (offered four)	16	341	34.0
TOTAL		1001	100.0

Asked to contribute any additional comments they wished on Saturday instruction, faculty members observed that the late afternoon classes during the week were to be preferred to Saturday classes. This observation is somewhat inconsistent with the answer to a previous question in which faculty members saw later afternoon and early morning classes as about equally popular (or unpopular) as substitutes for Saturday instruction (see Table 31).

Of most interest, perhaps, were the miscellaneous comments in which Saturday instruction was seen as:

1. a worthwhile project even as an experiment;
2. stretching out the student's week--a desirable outcome since college should be considered a 6-day job;
3. making teaching less attractive to potential faculty members;
4. interfering with Sunday church attendance;
5. causing an increase in juvenile delinquency because parents would not have enough time for families;
6. keeping students from making long trips over weekends--a great safety factor;
7. creating a feeling of unequal treatment among students;
8. cause conflict with special programs.

TABLE 34

ADDITIONAL COMMENTS

	Faculty		
	Rank	Number	Per Cent
Late afternoon is preferred, but fill rest of week first	1	11	4.4
Would result in lowered efficiency, and reduce faculty preparation time	2	4	1.6
Contrary to trend toward shorter work-week	3.5	3	1.2
Coaches already work on Saturday	3.5	3	1.2
Expand summer school	5.5	2	0.8
Prefer trimester or four quarters with one off . .	5.5	2	0.8
Only for seminars, etc.	7	1	0.4
Miscellaneous: worthwhile project even as an experiment; stretches out the student's week and college should be considered a 6-day job; makes teaching less attractive to potential faculty; impractical; would force total unionization; interferes with Sunday church attendance; would increase juvenile delinquency because parents would not have enough time for families; would keep students from making long trips over weekend--a great safety factor; staff would have to be increased; would create feeling of unequal treatment among students; would conflict with special programs	8	21	8.3
Unused or unusable responses		204	81.3
TOTAL . .		251	100.0

3. Administrators

Fourteen of the 25 administrators--56 per cent--had had some experience with Saturday instruction.

TABLE 35

EXPERIENCE IN ATTENDING, TEACHING IN, OR SERVING AS AN ADMINISTRATOR IN AN INSTITUTION THAT OFFERED SATURDAY CLASSES

	Administrators	
	Number	Per Cent
Have attended Saturday classes	8	32.0
Have taught Saturday classes	1	4.0
Have served as an administrator in an institution that had Saturday classes	2	8.0
Have both attended and taught Saturday classes	0	0.0
Have both attended and served as an administrator in an institution having Saturday classes	2	8.0
Have both taught and served as an administrator in an institution having Saturday classes	1	4.0
Have neither attended, taught in, nor served as an administrator in an institution that had Saturday classes	10	40.0
Unused responses	1	4.0
TOTAL	25	100.0

The administrators were neither as strongly opposed to, nor in favor of Saturday classes as were the faculty members.

TABLE 36

ADMINISTRATORS WOULD AGREE TO TEACH SATURDAY CLASSES

	Administrators	
	Number	Per Cent
Yes	2	8.0
Yes, but reluctantly	2	8.0
Yes, but only if the conditions listed below are met	19	76.0
No	1	4.0
Unused response	1	4.0
TOTAL	25	100.0

Those who said they would teach Saturday classes if certain conditions were met were most concerned that there be financial remuneration, and no increase in teaching load, and that classes be scheduled only on Saturday morning.

TABLE 37

CONDITIONS UNDER WHICH ADMINISTRATORS WOULD TEACH ON SATURDAY

	Administrators		
	Rank	Number of Responses	Per Cent
Only morning classes on Saturday	1	13	17.1
Increased payment	2	10	13.2
No increase in teaching load	3	9	11.8
At least Sunday and Monday off	4	7	9.2
No more than one class on Saturday	5	4	5.3
At least Sunday and one other day off	6	3	3.9
Unused responses (offered four)		30	39.5
TOTAL . .		76	100.0

Only one administrator said that he would refuse to teach Saturday classes.

TABLE 38

REASONS FOR REFUSING TO TEACH ON SATURDAY

	Administrators	
	Number of Responses	Per Cent
Simply am opposed to teaching on Saturday	0	0.0
Have other duties to perform on Saturday	1	25.0
Have family responsibilities on Saturday	1	25.0
Have other interests to occupy my time	0	0.0
Unused responses (offered four responses)	2	50.0
TOTAL	4	100.0

Of some interest, perhaps, is the fact that the person who would not teach Saturday classes had had no experience with them.

TABLE 39

COMPARISON OF ADMINISTRATORS WHO WOULD AGREE TO TEACH ON SATURDAY AND THOSE WHO HAVE HAD EXPERIENCE WITH SATURDAY INSTRUCTION

Have you had experience in attending, teaching in, or serving as an administrator in an institution offering Saturday classes?	Do you agree to teach Saturday classes?											
	Yes		Yes, but reluctantly		Yes, but only if certain conditions are met		No		Unusable		Total	
Yes. .	1	6.7	1	6.7	13	86.6	0	0	0	0	15	100.0
No . .	1	10.0	1	10.0	6	60.0	1	10.0	1	10.0	10	100.0
									TOTAL . . .		25	100.0

Several administrators seemed to believe that laboratory classes would be appropriate for Saturday, but others thought that the "kinds of classes" was immaterial, or that regular classes offered during the week should be given on Saturday.

TABLE 40

KINDS OF CLASSES TO BE OFFERED ON SATURDAY

	Administrators		
	Rank	Number of Responses	Per Cent
Only laboratory classes	1	10	13.3
The "kind of classes" to be offered is immaterial	2.5	9	12.0
Regular classes offered during the week days . . .	2.5	9	12.0
Vocational and technical education classes	4	8	10.7
Adult classes now offered in the evening	5.5	6	8.0
Classes that meet infrequently	5.5	6	8.0
Only lecture and discussion classes	7	1	1.3
Unused responses (offered three responses)	8	26	34.7
TOTAL . .		75	100.0

On the question of whether early morning classes are preferable to late evening classes as a substitute for Saturday classes, the administrators voiced no clear decision.

TABLE 41

ALTERNATIVE TIME TO SATURDAY INSTRUCTION

	Administrators	
	Number	Per Cent
Very early morning during the week	5	20.0
Very late evening during the week	6	24.0
Unused responses	14	56.0
TOTAL	25	100.0

Greater use of facilities, flexibility in class scheduling, and the ability to accommodate more students seemed to be the greatest advantages for Saturday instruction as seen by the administrators.

TABLE 42

THREE OR FOUR IMPORTANT ADVANTAGES OF SATURDAY INSTRUCTION

	Administrators		
	Rank	Number of Responses	Per Cent
Permit greater use of facilities	1	23	23.0
More flexibility in class scheduling	2	14	14.0
Accommodate more students	3	13	13.0
Possible to offer more three-day-a-week classes	4	10	10.0
Help to reduce overcrowding	5.5	8	8.0
Produce a block of time in which two- or three-hour classes might meet	5.5	8	8.0
Use more part-time faculty	7	6	6.0
Permit instructors more flexibility	8.5	2	2.0
Permit smaller classes	8.5	2	2.0
Might shorten the quarter or semester	10.5	1	1.0
Only chance for some students to attend school	10.5	1	1.0
Permit student to complete program sooner	12.5	0	0.0
Reduce the necessity for evening classes	12.5	0	0.0
Miscellaneous: more open library time for both students and faculty; would permit more separation of academic and technical programs	14	1	1.0
Unused responses (offered four)	15	11	11.0
TOTAL		100	100.0

The greatest disadvantages seen by the administrators were that Saturday instruction would mean a break in the weekend; would interfere with relaxation and leisure; would prevent students from working on that day, and would damage faculty morale.

TABLE 43

THREE OR FOUR IMPORTANT DISADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Administrators		
	Rank	Number of Responses	Per Cent
Students work on Saturday	1	17	17.0
Breaks up the weekend	2	12	12.0
Interferes with relaxation and leisure	3.5	10	10.0
Damages faculty morale	3.5	10	10.0
An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff	5	6	6.0
Simply an unacceptable concept	6.5	4	4.0
Works a hardship on some religious groups	6.5	4	4.0
Cost of running only part of the plant would be too great	8	3	3.0
Would create union contract problems	9	2	2.0
Reduces student time for study and thus interferes with learning	10	1	1.0
Interferes with student extracurricular activities	11	0	0.0
Miscellaneous: simply an unappealing concept; would extend the work week without extra help for administrators	12	2	2.0
Unused responses (offered four responses)	13	29	29.0
TOTAL		100	100.0

Among the additional comments offered by the administrators were the following:

1. Older teachers would be reluctant to teach on Saturday.
2. Limit Saturday teaching to those who would not object.
3. Saturday instruction would interfere with family life.

TABLE 44

ADDITIONAL COMMENTS

	Administrators	
	Number	Per Cent
Older teachers would be reluctant to teach on Saturday; limit Saturday instruction to Winter Quarter; only instructors who would not object; would be best for 3 and 4 hour classes; against it if it means a 6-day week; interferes with family life; administrative offices would be open Saturday with or without classes	6	24.0
Unused responses	19	76.0
TOTAL	25	100.0

4. A comparison of the students

Willingness or ability of the students to attend Saturday classes and their:

1. Age. There would seem to be only slight evidence to suggest that the older students are more likely to say that they would agree to attend Saturday classes, if it should become necessary to offer them (Contingency Coefficient = .11 which converted to chi-square is 45.4 significant beyond the 1 per cent level).

TABLE 45

SATURDAY CLASSES AND AGE

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
AGE	No.	%	No.	%	No.	%	No.	%	No.	%
16 or younger. .	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
17	7	33.3	7	33.3	2	9.5	5	23.8	21	0.6
18	110	17.1	222	34.5	52	8.1	259	40.3	643	18.6
19	212	16.8	405	32.2	104	8.3	537	42.7	1258	36.4
20	170	20.6	255	30.9	88	10.6	313	37.9	826	23.9
21	56	23.6	71	29.9	21	8.9	89	37.6	237	6.9
22-25	74	25.5	82	28.3	40	13.8	94	32.4	290	8.4
26-30	22	30.6	19	26.4	6	8.3	25	34.7	72	2.1
31 or older . .	31	29.0	34	31.8	10	9.3	32	29.9	107	3.1
TOTAL*. . .	682	19.7	1095	31.7	323	9.4	1354	39.2	3454	100.0

* Unusable 19
Contingency Coefficient = .11 converted to chi-square (45.4) is significant beyond the 1 per cent level.

2. Credit hours. Credit hours do not seem to be related to a high "yes" or "no" response (C = .07 which converted to chi-square is 16.96--not significant).

TABLE 46

SATURDAY CLASSES AND CREDIT HOURS

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
CREDIT HOURS	No.	%	No.	%	No.	%	No.	%	No.	%
4 or less . . .	6	31.6	5	26.3	1	5.3	7	36.8	19	0.6
5-8	42	22.6	42	22.6	22	11.8	80	43.0	186	5.4
9-12	128	17.3	196	26.4	93	12.5	325	43.8	742	21.5
13-16	375	19.5	646	33.6	160	8.3	744	38.6	1925	55.9
17-20	122	21.7	193	34.3	45	8.0	202	35.9	562	16.3
21 or more . . .	3	25.0	5	41.7	2	16.7	2	16.7	12	0.3
TOTAL*. . .	676	19.6	1087	31.5	323	9.4	1360	39.5	3446	100.0

* Unusable responses 27
Contingency Coefficient = .07 converted to chi-square (16.96) is not significant.

3. Program of study. Program of study does not seem to be related to a willingness or ability to attend Saturday classes (C = .04 which converted to chi-square is 7.88--not significant).

TABLE 47

SATURDAY CLASSES AND PROGRAM OF STUDY

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

PROGRAM OF STUDY	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
College Transfer	562	20.0	898	32.0	273	9.7	1070	38.2	2803	81.9
Vocational . . .	85	18.1	145	30.9	34	7.2	206	43.8	470	13.7
Neither	26	17.6	43	29.1	16	10.8	63	42.6	148	4.3
TOTAL*. . .	673	19.7	1086	31.7	323	9.4	1339	39.1	3421	100.0

* Unusable responses 52
Contingency Coefficient = .04 converted to chi-square (7.88) is not si nificant.

4. Gainful Employment. Gainful employment does seem to have som relationship to a willingness or ability to attend Saturday classes (C = .15 w ich converted to chi-square is 83.4, significant beyond the 1 per cent level)

TABLE 48

SATURDAY CLASSES AND GAINFUL EMPLOYMENT

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

GAINFULLY EMPLOYED	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes . . . . 10 hours a week or less	93	17.0	185	33.7	57	10.4	213	38.9	548	15.9
Yes . . . . 11-15 hours a week	57	17.8	93	29.1	32	10.0	138	43.1	320	9.3
Yes . . . . 16-21 hours a week	49	14.5	100	29.5	36	10.6	154	45.4	339	9.8
Yes . . . . 22-26 hours a week	25	13.1	68	35.6	15	7.8	83	43.5	191	5.5
Yes . . . . 27-32 hours a week	17	10.4	43	26.4	26	16.0	77	47.2	163	4.7
Yes . . . . 33 hours or more	57	22.3	65	25.5	41	16.1	92	36.1	255	7.4
No	385	23.5	536	32.8	115	7.0	600	36.7	1636	47.4
TOTAL*. . .	683	19.8	1090	31.6	322	9.3	1357	39.3	3452	100.0

* Unusable responses 21
Contingency Coefficient = .15 converted to chi-square (83.4) is significant beyond the 1 per cent level.

5. Gainful Employment on Saturday. To no one's surprise, Saturday employment seems to have some bearing on the willingness or ability of the student to attend Saturday classes (C = .18 which converted to chi-square is 126.5 significant beyond the 1 per cent level).

TABLE 49

SATURDAY CLASSES AND GAINFUL EMPLOYMENT ON SATURDAY

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

GAINFULLY EMPLOYED ON SATURDAY	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	129	11.5	321	28.7	148	13.2	519	46.5	1117	32.3
Sometimes . .	141	19.9	255	36.0	70	9.9	243	34.3	709	20.5
No	412	25.2	518	31.7	104	6.4	599	36.7	1633	47.2
TOTAL*. .	682	19.7	1094	31.6	322	9.3	1361	39.3	3459	100.0

*Unusable responses 14
Contingency Coefficient = .18 converted to chi-square (126.5) is significant beyond the 1 per cent level.

6. Grade-point average. In general, there is some tendency for the students with the higher grade-point averages to be willing or able to attend Saturday classes, and, inversely, for those with the lower grade-point averages to exhibit the greater tendency to refuse to attend Saturday classes (C = .11 which converted to chi-square is 41.50, significant beyond the 1 per cent level).

TABLE 50

SATURDAY CLASSES AND GRADE-POINT AVERAGE

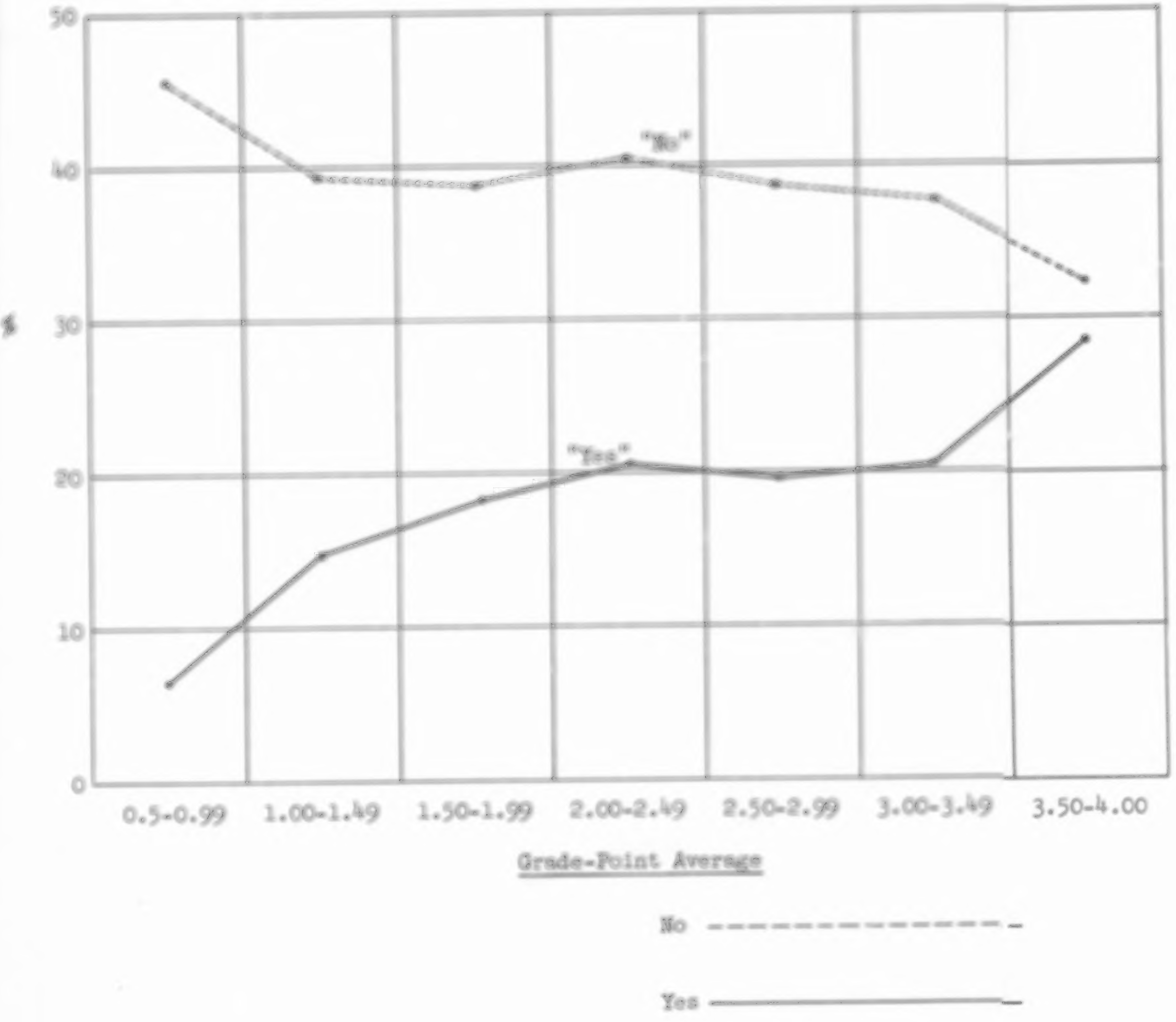
IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

CUMULATIVE GRADE-POINT AVERAGE	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
0.00-0.49 . . .	3	30.0	2	20.0	2	20.0	3	30.0	10	0.3
0.50-0.99 . . .	2	6.1	9	27.3	7	21.2	15	45.5	33	1.0
1.00-1.49 . . .	31	14.6	68	32.1	30	14.2	83	39.1	212	6.3
1.50-1.99 . . .	132	18.0	228	31.1	88	12.0	284	38.8	732	21.8
2.00-2.49 . . .	258	20.5	380	30.1	111	8.8	511	40.6	1260	37.5
2.50-2.99 . . .	133	19.9	228	34.1	49	7.3	259	38.7	669	19.9
3.00-3.49 . . .	63	20.1	107	34.1	25	8.0	119	37.9	314	9.3
3.50-4.00 . . .	37	28.5	43	33.1	8	6.1	42	32.3	130	3.9
TOTAL*. . .	659	19.6	1065	31.7	320	9.5	1316	39.2	3360	100.0

* Unusable responses 113
Contingency Coefficient = .11 converted to chi-square (41.50) is significant beyond the 1 per cent level.

FIGURE 1

SATURDAY CLASSES AND GRADE-POINT AVERAGE



7. Emotional feeling toward the college. Though only 17.6 per cent of all the students felt a strong attachment for their colleges, it is not surprising to learn that the students with the strong attachments are also the most likely to be willing or able to attend Saturday classes, and the least likely to say that they would not attend (C = .26 which converted to chi-square is 253.6, significant beyond the 1 per cent level).

TABLE 51

EMOTIONAL FEELING TOWARD THE COLLEGE AND SATURDAY CLASSES

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WOULD YOU ATTEND?

EMOTIONAL FEELING	Yes		Yes, but it would be inconvenient		Yes, but it would be a great hardship		No		Total	
TOWARD COLLEGE	No.	%	No.	%	No.	%	No.	%	No.	%
Strong attachment . . .	245	40.5	147	24.3	45	7.4	168	27.8	605	17.6
Like it but feelings not strong	337	15.2	780	35.1	229	10.3	874	39.4	2220	64.7
No feelings one way or the other	64	14.8	111	25.6	26	6.0	232	53.6	433	12.6
Don't like it very much, feelings not strong	16	10.4	48	31.4	18	11.8	71	46.4	153	4.5
Thoroughly dislike it . . .	4	18.2	5	22.7	4	18.2	9	40.9	22	0.6
TOTAL*. . .	666	19.4	1091	31.8	322	9.4	1354	39.4	3433	100.0

* Unusable responses 40
Contingency Coefficient = .26 converted to chi-square (253.6) is significant beyond the 1 per cent level.

XIV. COMPARISON OF RESPONSES TO LIKE ITEMS BY STUDENTS, FACULTY MEMBERS, AND ADMINISTRATORS

An attempt has been made in this section of the report to analyze responses to the questionnaires by three groups--students, faculty members, and administrators--in the belief that their concerns and opinions can be examined with greater precision when they are juxtaposed.

1. Experience with Saturday instruction

It is clear that a much greater percentage of the faculty members and administrators in this study have had experience with Saturday instruction than the students.

TABLE 52

EXPERIENCE WITH SATURDAY INSTRUCTION

HAVE YOU HAD SOME EXPERIENCE WITH SATURDAY INSTRUCTION?

	Students		Faculty		Administrators	
	No.	%	No.	%	No.	%
Yes	161	4.6	118	47.0	14	56.0
No	3298	95.0	133	53.0	10	40.0
Unusable responses	14	0.4	0	0.0	1	4.0
TOTAL	3473	100.0	251	100.0	25	100.0

2. Willingness to participate in Saturday instruction

In general, students were more likely to give a clear "Yes" or "No" response to the question of Saturday classes than were either the faculty members or the administrators. Faculty members seemed to be least disposed to give a firm "Yes," but administrators and faculty members were about equally distributed on the question of approving Saturday instruction only if certain conditions were met. It does seem clear that about three-fourths of the faculty members and administrators in this population would attach certain conditions to their agreement to conduct Saturday classes.

TABLE 53

ATTEND OR TEACH SATURDAY CLASSES

IF IT SHOULD BECOME NECESSARY TO OFFER SATURDAY CLASSES,
WOULD YOU AGREE TO:

	ATTEND THEM? Students		TEACH THEM? Faculty		TEACH THEM? Administrators	
	No.	%	No.	%	No.	%
Yes	683	19.7	4	1.6	2	8.0
Yes, but it would be inconvenient	1095	31.5				
Yes, but it would be a great hardship	323	9.3				
Yes, but reluctantly			9	3.6	2	8.0
Yes, but only if certain conditions are met . . .			187	74.5	19	76.0
TOTAL	2101	60.5	200	79.7	23	92.0
No	1363	39.2	49	19.5	1	4.0
Unusable responses	9	0.3	2	0.8	1	4.0
TOTAL	3473	100.0	251	100.0	25	100.0

3. A time other than Saturday for additional classes

When very early morning classes and very late evening classes are suggested as alternatives to Saturday classes, the faculty members and administrators seemed to favor neither. Students, however, definitely favor very early morning classes over very late evening classes.

TABLE 54

ALTERNATIVES TO SATURDAY CLASSES

IF SATURDAY CLASSES ARE INCONVENIENT, A HARDSHIP, OR INADVISABLE,
WHAT TIME IS PREFERABLE?

	Students		Faculty		Administrators	
	No.	%	No.	%	No.	%
Very early morning during the week	2096	60.3	89	35.4	5	20.0
Very late evening during the week	1102	31.7	87	34.7	6	24.0
Both early and late during the week	2	0.1	1	0.4	0	0.0
Unused or unusable responses***	273	7.9	74	29.5	14	56.0
TOTAL	3473	100.0	251	100.0	25	100.0

***All responses have been included.

4. "Kinds of classes" to be offered on Saturday

No clear answer emerged to the question, "If it should become necessary to offer classes on Saturday, what kinds of classes should they be?" The four most popular responses for the three groups--students, faculty members, and administrators--were as follows:

1. regular classes offered during the week days;
2. only laboratory classes;
3. classes that meet infrequently; and
4. the "kinds of classes" to be offered is immaterial.

TABLE 55

"KINDS OF CLASSES" TO BE OFFERED ON SATURDAY

IF IT SHOULD BECOME NECESSARY TO OFFER CLASSES ON SATURDAY, WHAT KINDS OF CLASSES SHOULD THEY BE?

	Students**			Faculty			Administrators		
	Rank	No.	%	Rank	No.	%	Rank	No.	%
Regular classes offered during the week days . . .	1	1028	9.9	2	69	9.3	2.5	9	12.0
Only laboratory classes	2	940	9.0	5	54	7.3	1	10	13.3
Classes that meet infrequently . . .	3	874	8.4	3	67	9.0	5.5	6	8.0
The "kinds of classes" to be offered is immaterial	4	838	8.0	1	104	14.1	2.5	9	12.0
Vocational and technical education classes .	5	739	7.1	4	64	8.6	4	8	10.7
Only lecture and discussion classes.	6	582	5.6	7	9	1.2	7	1	1.3
Adult classes now offered in the evening	7	562	5.4	6	34	4.6	5.5	6	8.0
Unused responses (each respondent was offered three responses)	8	4856	46.6	8	340	45.9	8	26	34.7
TOTAL		10,419	100.0		741	100.0		75	100.0

**Daytime students

Rank-difference (rho) correlation:

Faculty - Administrators = .55 not significant
Students - Faculty = .60 not significant

5. Conditions under which some faculty members and administrators would teach on Saturday

Most faculty members and administrators reported that they would teach on Saturday, but only if certain conditions were met. The four conditions that seemed most important to them are as follows (Rank - difference (rho) correlation = .77):

1. No increase in teaching load
2. Only morning classes on Saturday
3. Increased payment
4. At least Sunday and Monday off.

TABLE 56

CONDITIONS UNDER WHICH SOME FACULTY MEMBERS AND ADMINISTRATORS WOULD TEACH ON SATURDAY

	Faculty			Administrators		
	Rank	No.	%	Rank	No.	%
No increase in teaching load	1	137	19.1	3	9	11.8
Only morning classes on Saturday	2	109	15.2	1	13	17.1
Increased payments	3	91	12.7	2	10	13.2
At least Sunday and Monday off	4	62	8.6	4	7	9.2
At least Sunday and one other day off . . .	5	56	7.8	6	3	3.9
No more than one class on Saturday	6	39	5.4	5	4	5.3
Saturday instruction responsibilities are shared equally by the faculty	7	2	0.3	0	0	0.0
Miscellaneous: decreased teaching load; two consecutive free days; fill afternoon classes during the week first; no classes before 10 a.m.; entire plant (bookstore, etc.) operates too; two 2-hour classes on Saturday morning.	8	9	1.3	0	0	0.0
Unused or unusable responses		212	29.6		30	39.5
TOTAL		717	100.0		76	100.0

Rank - difference (rho) correlation = .77 significant at .05 level

6. Advantages of Saturday instruction

From the accompanying table it is apparent that students, faculty members and administrators all recognize the same three or four major advantages for Saturday instruction (Rank - difference (rho) correlation: Faculty - Administrators = .96; Student - Faculty = .51):

1. to accommodate more students;
2. to permit greater use of facilities; and
3. to allow flexibility in class scheduling.

TABLE 57

ADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Students			Faculty			Administrators		
	Rank	No.	%	Rank	No.	%	Rank	No.	%
Accommodate more students	1	1649	12.0	3	111	11.1	3	13	13.0
Permit greater use of facilities	2	1459	10.6	1	178	17.7	1	23	23.0
Would mean smaller classes	3	1300	9.4	9	23	2.3	8.5	2	2.0
More flexibility in class scheduling . .	4	1192	8.7	2	112	11.1	2	14	14.0
Reduce overcrowding . .	5	1164	8.5	4	73	7.2	5.5	8	8.0
Permit student to complete program sooner	6	946	6.9	12	11	1.1	11.5	0	0.0
Might shorten the quarter or semester.	7	820	6.0	8	26	2.6	10	1	1.0
Make possible more three-day-a-week classes	8	681	4.9	5	64	6.4	4	10	10.0
Reduce necessity for evening classes . .	9	385	2.8	11	12	1.2	11.5	0	0.0
Provide a block of time for two- or three-hour classes to meet	10	337	2.4	6	46	4.5	5.5	8	8.0
Permit instructors more flexibility . .	11	334	2.4	10	15	1.5	8.5	2	2.0
Make possible more part-time faculty. .	12	193	1.4	7	27	2.7	7	6	6.0
Miscellaneous: more class periods; more part-time students; more classes; increase study time; more library hours; vocational classes, and the like	13	52	0.4	13	5	0.5	13	2	2.0
Unused responses. . . . (A total of four responses offered)		3238	23.6		301	30.1		11	11.0
TOTAL		13,750	100.0		1004	100.0		100	100.0

Rank - difference (rho) correlation:

Faculty - Administrators .96 significant at 1% level
Students - Faculty .51 not significant

7. Disadvantages of Saturday instruction

Students, faculty members and administrators all agree (Faculty - Students rho = .76; Faculty - Administrators rho = .79) on the same three major disadvantages of Saturday instruction, and the relative ranking of each.

1. Students work on Saturday.
2. Breaks up the weekend.
3. Interferes with relaxation and leisure.

It is interesting to note that the students were much more concerned with the fact that Saturday instruction would interfere with student extracurricular activities, while the faculty members were hardly concerned and no administrator even listed this fact as a disadvantage.

TABLE 58

DISADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Students			Faculty			Administrators		
	Rank	No.	%	Rank	No.	%	Rank	No.	%
Students work on Saturday	1	2589	18.8	1	163	16.2	1	17	17.0
Breaks up the weekend . .	2	1959	14.2	2	118	11.7	2	12	12.0
Interferes with relaxation and leisure	3	1373	9.9	3	83	8.3	3.5	10	10.0
Interferes with student extracurricular activities	4	1237	9.0	8	21	2.1	12.5	0	0.0
Reduces student time for study thus interfering with learning	5	1178	8.5	7	25	2.5	11	1	1.0
Unsatisfactory way to face problems having to do with the need for expanded facilities and staff	6	588	4.3	4	79	7.9	5	6	6.0
Would work a hardship on some religious groups.	7	506	3.7	6	52	5.2	6.5	4	4.0
Damage student morale . .	8	489	3.5						
Damage faculty morale . .				5	55	5.5	3.5	10	10.0
Is simply an unacceptable concept	9	308	2.2	10	15	1.5	6.5	4	4.0
Family responsibilities .	10	37	0.3	11	9	0.9	12.5	0	0.0
Armed forces obligations.	11.5	10	0.1						
Out-of-towners would be unable to go home weekends	11.5	10	0.1						
Cost of running only part of the plant too great				9	20	2.0	8	3	3.0

TABLE 58 (CONT.)

DISADVANTAGES OF PROVIDING INSTRUCTION ON SATURDAY

	Students			Faculty			Administrators		
	Rank	No.	%	Rank	No.	%	Rank	No.	%
Would create union contract problems				12	7	0.7	9.5	2	2.0
Miscellaneous (Students): commuting problems; school spirit reduced; cost; union difficulties; transportation problems; too many consecutive days of schooling	13	49	0.3						
Miscellaneous (Faculty and Administrators): interferes with outside work--necessary "at these salaries"; upsets nursing education schedule; increase administrative problems; students wouldn't like it; doesn't coincide with community schedule; interferes with other educational activities; simply an unappealing concept				13	16	1.6	9.5	2	2.0
Unused responses (A total of four responses offered)		3461	25.1		341	34.0		29	29.0
TOTAL		13,794	100.0		1004	100.0		100	100.0

Rank - difference correlation (rho):

Faculty - Students = .76 significant at 1% level
Faculty - Administrators = .79 significant at 1% level

8. Summary of comparative analysis

1) Faculty members and administrators had had much more experience with Saturday instruction than had students.

2) Students are much more willing than faculty members or administrators to give a short "Yes" or "No" response when asked whether or not they would attend Saturday classes; however, had conditions been attached to the question, it is possible that this difference would not have occurred.

3) The administrators were much less likely to give either a "yes" or a "no" answer to the question of Saturday instruction than were the faculty members.

4) Though faculty members and administrators indicated no clear preference, students were much more enthusiastic about very early morning classes than very late evening classes.

5) No clear preference for the "kinds of classes" to offer on Saturday could be found.

6) Many faculty members and administrators said that they would agree to teach classes on Saturday provided certain conditions were met including increased payment, no increase in teaching load, only morning classes on Saturday, and at least Sunday and Monday off.

7) Many of the same advantages and disadvantages for Saturday classes were seen by students, faculty members and administrators. These included:

ADVANTAGES:
1. accommodate more students;
2. permit greater use of facilities; and
3. more flexibility in class scheduling.

DISADVANTAGES:
1. students work on Saturday;
2. breaks up the weekend; and
3. interferes with relaxation and leisure.

XV. SUMMARY AND GENERAL OBSERVATIONS

1. Summary

1) Only a few students--4.6 per cent--had had experience with Saturday classes, but 47.0 per cent of the faculty members, and 56.0 per cent of the administrators had had such experience.

2) When asked whether they would attend Saturday classes, approximately 40 percent of the students said that they would not (this was lower than had been predicted), and about 20 per cent of the faculty members indicated that they would not teach Saturday classes. Only one administrator said that he would not

take part in Saturday instruction. Three-fourths of the faculty members, however, reported that they would teach Saturday classes if certain conditions were met including:

1. no increase in teaching load;
2. only morning classes on Saturday;
3. increased payments;
4. at least Sunday and Monday off;
5. at least Sunday and one other day off; and
6. no more than one class on Saturday.

3) A surprising 47.3 per cent of the students are not "gainfully employed."

4) Almost 70 per cent of the faculty members had been at their institutions less than four years.

5) In response to a question intended to find a time other than Saturday for more classes, the students strongly favored very early morning classes during the week in preference to very late evening classes, while the faculty members and members of the administrative staff had no such clear preference.

6) Asked to reveal the two or three most important circumstances or reasons that would prevent them from attending Saturday classes, the students reported interference with work, and family responsibilities.

7) As to the "kinds of classes" that might be offered on Saturday, there seemed to be no clear preference among the three groups. Many thought that the regularly scheduled week-day classes should be continued into Saturday, or that the "kinds of classes" was immaterial.

8) A comparison of the willingness and ability of students to attend Saturday classes and their ages, grade-point averages, credit hours of registration, programs of study, "gainful employment," "gainful employment on Saturday," and emotional feelings toward the colleges suggested that:

1. there was some slight indication that the older the student, the more likely he was to be willing to attend Saturday classes;

2. curiously, the group registered for the highest number of credit hours also had the lowest percentage of those who refused to attend Saturday classes, though the group registered for the fewest credit hours was also the one most likely to agree to attend Saturday classes.

3. "gainful employment" seemed to affect the percentage of those responding to the question of attendance at Saturday classes, and "gainful employment on Saturday" did seem to have a bearing on the ability of students to attend.

4. there seemed to be a slight tendency for students with high grade-point averages to be more willing to attend Saturday classes.

5. The students who were "strongly attached" to a college were among the most willing to attend Saturday classes.

9) Students, faculty members and administrators agreed on some of the most important advantages of Saturday instruction, as follows:

1. it would enable the colleges to accommodate more students;
2. it would permit greater use of facilities; and
3. it would make possible more flexible class scheduling.

10) Students, faculty members, and administrators all seemed to agree that among the major disadvantages to Saturday instruction were the following:

1. students work on Saturday;
2. Saturday classes break up the weekend; and
3. they interfere with relaxation and leisure.

11) Students seemed concerned with the possibility that Saturday instruction would interfere with student extracurricular activities, while faculty members were only mildly concerned, and not a single administrator indicated that this possibility was a disadvantage.

2. General Observations

That the prospect of Saturday classes does not arouse great joy in the hearts of either students, faculty members, or administrators, is a fact that should surprise no one. Yet, as is the case with most human enterprises, it does appear that if the press for Saturday instruction should become irresistible, students and staff members would at least listen to a statement of the problem with some sympathy. For this reason, it would seem that the success or failure of any proposition for Saturday instruction would depend on the care lavished on the preparation for the innovation.

Probably one of the first steps in any plan to consider the possibility of Saturday classes would be to determine whether or not Saturday instruction is really necessary--whether some other time might not do as well. Students participating in this study indicated that they preferred very early morning classes to very late evening ones during the week; therefore, it might be possible to provide additional class time in the early morning hours, making Saturday instruction unnecessary. In addition, a number of respondents suggested changes in the school year--the quarter system, the tri-mester system, and summer school as ways to find more time for classes.

This study did not have in its scope an examination of the possibilities for more efficiency in instruction, but anyone who has examined American higher education can only conclude that there must be more efficient, yes, even painless ways in which to teach many types of knowledge and skills--politics and traditions aside, of course.

If the present study is any indication, administrators may have something of a "wait and see" attitude toward Saturday instruction--an understandable position since they would have to be responsible for conducting the necessary preparation, and would be held accountable for any failures. They might be expected to have a somewhat more cautious attitude toward Saturday classes than is justified, perhaps because of a tendency to try to stay on the conservative side of most questions. Assuredly, Saturday instruction is a controversial matter--one on which an administrator might expect to experience a good deal of difficulty. "I want nothing to do with it," the administrator could be expected to say, "until I have a pretty good idea how strong feelings are for and against it."

The fact that of the respondents in this study only 40 per cent of the students and 20 per cent of the faculty members were so opposed to Saturday instruction as to give an outright "no" to the question of attendance at, or the teaching of, such classes, may indicate that the opposition is not as strong as some think. By far the largest group of faculty members indicated that they would teach Saturday classes only if certain conditions were met. Anyone proposing to conduct Saturday classes would be advised to consider conditions his faculty might impose, and it may be reasonable to suppose that their conditions would include many of those expressed by the faculty members in the five colleges in this study: no increase in teaching load; only morning classes on Saturday; increased payments; at least Sunday and Monday off; at least Sunday and one other day off; and, no more than one class on Saturday.

Of some interest is the fact that students, faculty members and administrators were in some agreement both as to the advantages and the disadvantages of providing Saturday instruction. Anyone considering the possibility of such instruction would probably find useful the data that indicate the relative importance of the various advantages and disadvantages, and, what is more significant, the great variety of important, though miscellaneous, responses. For example, though faculty members were mildly concerned about the impact of Saturday instruction on student extracurricular activities, and administrators seemed concerned not at all, students thought enough of this factor to rank it fourth among the most important disadvantages of Saturday classes. Therefore, any argument advanced in favor of such an extension of the instructional week ought properly to include some statement intended to meet the inevitable student objection to an interference with extracurricular activities.

Because a factor was listed by students, faculty members and administrators as important, one must not assume that other items that were not as "popular" should be ignored. Some students may not be able to attend Saturday classes because of religious principle, and while their number may be small, the administrator who forgets to take these principles into account may be in for serious trouble. Likewise, community affairs traditionally conducted on Saturday that are ignored in the plans to conduct Saturday classes could cause the defeat of an otherwise worthy educational change.

One cannot comment on the difficulty of investigating the possibility of Saturday instruction without observing that the real test of a successful change, whether it be Saturday instruction or some other innovation, will depend on the attitudes of students, parents, faculty members, administrators, secretaries and others--not so much toward the change as toward the college. In the present study, for example, students with a "strong attachment" to the college were among those most willing to attend Saturday classes. Though there is no convincing evidence, it appears likely that a warm attitude toward the college and what it is trying to do will help smooth the way for the introduction of Saturday instruction.

APPENDIX 1

QUESTIONNAIRES

Student Questionnaire

COOPERATIVE STUDY FOR SATURDAY INSTRUCTION

You are asked to answer each question as frankly and as accurately as you can. The results will be absolutely confidential, and no individual answers will be revealed in the final published reports.

Almost all the questions can be answered by encircling the appropriate number in the right hand margin of the questionnaire. Thus:

I attend:

- Yakima Valley College 1
- Olympic College .... [✓ 2]
- Highline College 3

Your replies to this questionnaire are confidential, and no information of any kind about specific persons will be released to your school or to anyone else. The questionnaire will be examined only by those of the study staff.

Do Not Write Here

1\.

Last Name	First Name	Middle Initial

2. The name of your college. (Encircle one.)

- Highline College 1
- Olympic College 2
- Peninsula College 3
- Skagit Valley College 4
- Yakima Valley College 5

1-5 ___ ___ ___ ___ ___

3. Your marital status. (Encircle one.)

- Single male 1
- Single female 2
- Married male 3
- Married female 4
- Widowered, divorced or separated male 5
- Widowed, divorced or separated female 6

6 ________

4. Your age at your last birthday. (Encircle one.)

- 16 or younger 1
- 17 2
- 18 3
- 19 4
- 20 5
- 21 6
- 22-25 7
- 26-30 8
- 31 or older 9

7 ________

5. For how many credit hours are you registered for this term? (Encircle one.)

- Less than 4 credit hours 1
- From 5-8 credit hours 2
  - 9-12 credit hours 3
  - 13-16 credit hours 4
  - 17-20 credit hours 5
  - 21 or more credit hours 6

8 ________

6. What is your cumulative grade-point average? (Encircle one.)

0.00 - 0.49 1
0.50 - 0.99 2
1.00 - 1.49 3
1.50 - 1.99 4
2.00 - 2.49 5
2.50 - 2.99 6
3.00 - 3.49 7
3.50 - 4.00 8

9 ____________

7. How would you characterize your program of study? (Encircle one.)

Primarily college transfer program 1
Primarily vocational 2
Neither college transfer nor vocational 3

10 ____________

8. How long have you been a student at this college? (Encircle one.)

Less than one year 1
About one year 2
More than one year 3

11 ____________

9. Did you do all your college work at this institution? (Encircle one.)

Yes 1
No – transferred during Freshman year 2
No – transferred after Freshman year 3
No – started here, attended another school for a time, and then returned to this college 4

12 ____________

10. How far do you live from the college? (Encircle one.)

A few minutes walk 1
A long walk 2
Within easy driving distance 3
More than an hour's drive away 4
More than 100 miles away 5

13 ____________

11. In general, what is your emotional feeling toward this college?

I have a strong attachment to it 1
I like it, but my feelings are not strong 2
I have no feelings about it one way or the other 3
I don't like it very much, but my feelings are not strong 4
I thoroughly dislike it 5

14 ____________

12. Are you gainfully employed? (Encircle one.)

Yes – I work less than 10 hours a week 1
Yes – I work from 11 to 15 hours a week 2
Yes – I work from 16 to 21 hours a week 3
Yes – I work from 22 to 26 hours a week 4
Yes – I work from 27 to 32 hours a week 5
Yes – I work more than 33 hours a week 6
No 7

15 ____________

---

13. Are you gainfully employed on Saturday? (Encircle one.)

Yes 1
No 2
Sometimes 3

16 ____________

---

14. Have you ever attended classes, in colleges or elsewhere, on Saturday?

Yes 1
No 2

17 ____________

---

15. If it should become necessary to offer classes on Saturday, what kinds of classes should they be? (Encircle not more than three.)

The "kind of classes" to be offered is immaterial 1
Regular classes offered during the week days 2
Just lecture and discussion classes 3
Just laboratory classes 4
Vocational and technical education classes 5
Adult classes now offered in the evening 6
Classes that meet infrequently 7

18 ____________
19 ____________
20 ____________

---

16. If it should become necessary to offer classes on Saturday, would you attend? (Encircle one.)

Yes 1
Yes, but it would be inconvenient 2
Yes, but it would be a great hardship 3
No 4

21 ____________

---

17. If you would find it inconvenient or a hardship to attend Saturday classes, what alternative time would you prefer? (Encircle one.)

Very early morning during the week 1
Very late evening during the week 2

22 ____________

18. If you answered No to question ~~15~~ 16, please give your two or three most important reasons. (Encircle no more than three.)

My work would interfere 1
Family responsibilities would interfere 2
Religious principles would prevent me 3
Armed forces reserve duties would prevent me 4
Financial reasons 5
Another important reason (Please specify below.)
________________________________ 6

23 ______
24 ______
25 ______

---

19. What, in your opinion, are the three or four most important advantages of providing instruction on Saturday? (Please encircle no more than four.)

Would permit greater use of facilities 01
Able to accommodate more students 02
More flexibility in class scheduling 03
Would be possible to offer more three-day-a-week classes 04
Could use more part-time faculty 05
Would permit instructors more flexibility 06
Would mean smaller classes 07
Help to reduce overcrowding 08
Would permit student to complete program sooner 09
Would produce a block of time in which two-or three-hour classes might meet 10
Might shorten the quarter or semester 11
Reduce the necessity for evening classes 12
Another important advantage (Please specify below.)
________________________________ 13

26-27 ______ ______
28-29 ______ ______
30-31 ______ ______
32-33 ______ ______

---

20. What, in your opinion, are the three or four most important disadvantages of providing instruction on Saturday? (Please encircle no more than four.)

It is simply an unacceptable concept 01
Breaks up the weekend 02
Interferes with relaxation and leisure 03
Students work on Saturday 04
Would damage student morale 05
An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff 06
Would reduce student time for study and thus interfere with learning 07
Would interfere with student extra-curricular activities 08
Would work a hardship on some religious groups 09
Another important disadvantage (Please specify below.)
________________________________ 10

34-35 ______ ______
36-37 ______ ______
38-39 ______ ______
40-41 ______ ______

Faculty Questionnaire

COOPERATIVE STUDY FOR SATURDAY INSTRUCTION

Your replies to this questionnaire are confidential, and no information of any kind about specific persons will be released to your school or to anyone else. The questionnaire will be examined only by those of the study staff.

Do Not Write Here

1.

Last Name	First Name	Middle Initial

2. The name of your college. (Encircle one.)

Highline College 1
Olympic College 2
Peninsula College 3
Skagit Valley College 4
Yakima Valley College 5

1-5 ______ ______ ______

3. I am:

A part-time instructor 1
A full-time instructor 2
A part-time instructor and a part-time administrator 3

6 ______

4. My teaching responsibilities are primarily in one of the following: (Encircle one.)

Agriculture 01
Art 02
Biological Science 03
Business Admin. 04
Home Economics 05
Humanities 06
Languages 07
Math & Engineering 08
Music 09
Nursing 10
Physical Science 11
Social Science 12
Student Services 13
Technical-Vocational 14
Other (Please Specify)
______________________ 15

7-8 ______ ______

5. How long have you been a faculty member at this college?

One year or less 1
More than one year, but less than two years 2
From two to four years 3
From five to seven years 4
From eight to ten years 5
From eleven to thirteen years 6
More than thirteen years 7

9 ______

6. Have you ever had any experience in attending or teaching Saturday classes? (Encircle one.)

Yes:
I have attended Saturday classes 1
I have taught Saturday classes 2
I have both attended and taught Saturday classes 3
No:
I have neither attended nor taught Saturday classes 4

10 ______

7. If you think that Saturday classes would not be advisable, what alternative time would you prefer for additional classes? (Encircle one.)

Very early morning during the week 1
Very late evening during the week 2

11 ______________

---

8. If it should become necessary to offer classes on Saturday, what kinds of classes should they be? (Encircle not more than three.)

The "kind of classes" to be offered is immaterial 1
Regular classes offered during the week days 2
Just lecture and discussion classes 3
Just laboratory classes 4
Vocational and technical education classes 5
Adult classes now offered in the evening 6
Classes that meet infrequently 7

12 ______________
13 ______________
14 ______________

---

9. If it should become necessary to offer classes on Saturday, would you agree to teach them?

Yes 1
Yes, but reluctantly 2
Yes, but only if the conditions listed below are met 3

(Please indicate by encircling the proper numbers what you regard to be the most important three or four conditions.)

No increase in teaching load 1
Only morning classes on Saturday 2
Increased payment 3
At least Sunday and Monday off 4
At least Sunday and one other day off 5
No more than one class on Saturday 6
Other condition (Please specify below.)

____ 7

No, and for the following reasons 4
(Please indicate the three or four most important.)

I simply am opposed to teaching on Saturday 1
I have other duties to perform on Saturday 2
I have family responsibilities on Saturday 3
I have other interests to occupy my time 4
Other reason (Please specify below.)

____ 5

15 ______________
16 ______________
17 ______________
18 ______________
19 ______________
20 ______________
21 ______________
22 ______________
23 ______________

10. What, in your opinion, are the three or four most important advantages of providing instruction on Saturday? (Please encircle no more than four.)

Would permit greater use of facilities	01	24-25 _____ _____
Able to accommodate more students	02	
More flexibility in class scheduling	03	26-27 _____ _____
Would be possible to offer more three-day-a-week classes	04	
Could use more part-time faculty	05	28-29 _____ _____
Would permit instructors more flexibility	06	
Would mean smaller classes	07	30-31 _____ _____
Help to reduce overcrowding	08	
Would permit student to complete program sooner	09	
Would produce a block of time in which two-or three-hour classes might meet	10	
Might shorten the quarter or semester	11	
Reduce the necessity for evening classes	12	
Another important advantage (Please specify below.)		
______________________________	13	

11. What, in your opinion, are the three or four most important disadvantages of providing instruction on Saturday? (Please encircle no more than four.)

It is simply an unacceptable concept	01	32-33 _____ _____
Breaks up the weekend	02	
Interferes with relaxation and leisure	03	34-35 _____ _____
Students work on Saturday	04	
Would damage faculty morale	05	36-37 _____ _____
Cost of running only part of the plant would be too great	06	
Would create union contract problems	07	38-39 _____ _____
An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff	08	
Would reduce student time for study and thus interfere with learning	09	
Would interfere with student extra-curricular activities	10	
Would work a hardship on some religious groups	11	
Another important disadvantage (Please specify.)		
______________________________	12	

12. Additional comments.

______________________________ 40-41 _____ _____

____

____

____

____

____

COOPERATIVE STUDY FOR SATURDAY INSTRUCTION

Sponsored by the Washington Community College Association
in cooperation with the
Fund for the Advancement of Education

Ladies and Gentlemen:

By 1970, more than six million young people will be enrolled in American colleges and universities. To accommodate this influx of students, it may become necessary for the colleges to consider some changes in operation, and it is conceivable that some colleges may have to offer again a full six days of classwork each week.

Five Washington community colleges – Olympic, Yakima, Highline, Skagit Valley, and Peninsula – have agreed to investigate the problems that would be involved, should it become necessary to make plans to offer instruction on Saturday. To carry out this study, the Washington Community College Association asked the Fund for the Advancement of Education, a branch of the Ford Foundation, for a small sum of money. The request was granted.

As one of the first steps in the study, the students, faculty members, and administrative officers of the five colleges are being asked to express their opinions on the advantages and disadvantages that would accompany the scheduling of Saturday classes. The attached questionnaire has been designed to help the project's staff obtain the necessary information.

You are asked to answer each question as frankly and as accurately as you can. The results will be absolutely confidential, and no individual answers will be revealed in the final published reports.

Almost all the questions can be answered by encircling the appropriate number in the right hand margin of the questionnaire. Thus:

I attend:

Yakima Valley College	1
Olympic College	[✓ 2]
Highline College	3

The results of this study will be published and made available to the participating institutions and interested persons after December 1, 1963.

Thank you for your assistance.

Sincerely yours,

Frederic T. Giles

Frederic T. Giles
Professor of Higher Education
Project Director

Administrator Questionnaire

COOPERATIVE STUDY FOR SATURDAY INSTRUCTION

Your replies to this questionnaire are confidential, and no information of any kind about specific persons will be released to your school or to anyone else. The questionnaire will be examined only by those of the study staff.

Do Not Write Here

1.

Last Name	First Name	Middle Initial

2. The name of your college. (Encircle one.)

- Highline College 1
- Olympic College 2
- Peninsula College 3
- Skagit Valley College 4
- Yakima Valley College 5

1-5 ___ ___ ___ ___ ___

3. I am:

- A full-time administrator 1
- A part-time administrator 2
- A part-time administrator and a part-time faculty member 3

6 ___

My teaching responsibilities are primarily in one of the following: (Encircle one.)

Agriculture	01	Languages	07	Student Services	13
Art	02	Math & Engineering	08	Technical-Vocational	14
Biological Science	03	Music	09	Other (Please Specify)	
Business Admin.	04	Nursing	10		
Home Economics	05	Physical Science	11		
Humanities	06	Social Science	12	______________	15

7-8 ___ ___

4. How long have you been an administrator at this college?

- One year or less 1
- More than one year, but less than two years 2
- From two to four years 3
- From five to seven years 4
- From eight to ten years 5
- From eleven to thirteen years 6
- More than thirteen years 7

9 ___

5. Have you ever had any experience in attending, teaching in, or serving as an administrator in an institution that offered Saturday classes? (Encircle one.)

- Yes: I have attended Saturday classes 1
- Yes: I have taught Saturday classes 2
- Yes: I have served as an administrator in an institution that had Saturday classes 3
- Yes: I have both attended and taught Saturday classes 4
- Yes: I have both attended and served as an administrator in an institution having Saturday classes 5
- Yes: I have both taught and served as an administrator in an institution having Saturday classes 6
- No: I have neither attended, taught in, nor served as an administrator in an institution that had Saturday classes 7

10 ___

6. **If you think that Saturday classes would not be advisable, what alternative time would you prefer for additional classes? (Encircle one.)**

Very early morning during the week	**1**	**11** ______
Very late evening during the week	**2**	

7. **If it should become necessary to offer classes on Saturday, what kinds of classes should they be? (Encircle not more than three.)**

The "kind of classes" to be offered is immaterial	**1**	**12** ______
Regular classes offered during the week days	**2**	
Just lecture and discussion classes	**3**	**13** ______
Just laboratory classes	**4**	
Vocational and technical education classes	**5**	**14** ______
Adult classes now offered in the evening	**6**	
Classes that meet infrequently	**7**	

8. **If it should become necessary to offer classes on Saturday, would you agree to teach them? (If you are a full-time administrator, answer this question keeping in mind your administrative duties.)**

Yes	**1**	**15** ______
Yes, but reluctantly	**2**	
Yes, but only if the conditions listed below are met	**3**	

(Please indicate by encircling the proper numbers what you regard to be the most important three or four conditions.)

No increase in teaching load	**1**	**16** ______
Only morning classes on Saturday	**2**	
Increased payment	**3**	**17** ______
At least Sunday and Monday off	**4**	
At least Sunday and one other day off	**5**	**18** ______
No more than one class on Saturday	**6**	
Other condition (Please specify below.)		**19** ______
______________________________	**7**	

No, and for the following reasons	**4**	

(Please indicate the three or four most important.)

I simply am opposed to teaching on Saturday	**1**	**20** ______
I have other duties to perform on Saturday	**2**	
I have family responsibilities on Saturday	**3**	**21** ______
I have other interests to occupy my time	**4**	
Other reason (Please specify below.)		**22** ______
______________________________	**5**	**23** ______

(Administrator Questionnaire, Continued

9. What, in your opinion, are the three or four most important advantages of providing instruction on Saturday? (Please encircle no more than four.)

Would permit greater use of facilities	01
Able to accommodate more students	02
More flexibility in class scheduling	03
Would be possible to offer more three-day-a-week classes	04
Could use more part-time faculty	05
Would permit instructors more flexibility	06
Would mean smaller classes	07
Help to reduce overcrowding	08
Would permit student to complete program sooner	09
Would produce a block of time in which two- or three-hour classes might meet	10
Might shorten the quarter or semester	11
Reduce the necessity for evening classes	12
Another important advantage (Please specify below.)	
______________________________	13

24-25 _____ _____

26-27 _____ _____

28-29 _____ _____

30-31 _____ _____

10. What, in your opinion, are the three or four most important disadvantages of providing instruction on Saturday? (Please encircle no more than four.)

It is simply an unacceptable concept	01
Breaks up the weekend	02
Interferes with relaxation and leisure	03
Students work on Saturday	04
Would damage faculty morale	05
Cost of running only part of the plant would be too great	06
Would create union contract problems	07
An unsatisfactory way to face the problems having to do with the need for expanded facilities and staff	08
Would reduce student time for study and thus interfere with learning	09
Would interfere with student extra-curricular activities	10
Would work a hardship on some religious groups	11
Another important disadvantage (Please specify below.)	
______________________________	12

32-33 _____ _____

34-35 _____ _____

36-37 _____ _____

38-39 _____ _____

11. Additional comments.

____

____

____

____

____

____

40-41 _____ _____

COOPERATIVE STUDY FOR SATURDAY INSTRUCTION

Sponsored by the Washington Community College Association
in cooperation with the
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Ladies and Gentlemen:

By 1970, more than six million young people will be enrolled in American colleges and universities. To accommodate this influx of students, it may become necessary for the colleges to consider some changes in operation, and it is conceivable that some colleges may have to offer again a full six days of classwork each week.

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Sincerely yours,

Frederic T. Giles

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Professor of Higher Education
Project Director

APPENDIX 2

TABLE A

STUDENT MARITAL STATUS - PERCENTAGE BY INSTITUTION

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Single male	56.4	52.2	68.7	65.9	69.3
Single female	33.1	36.5	17.8	23.8	23.0
Married male	5.6	3.1	10.0	5.7	5.1
Married female	3.8	6.9	3.3	2.6	1.6
Widowered, divorced or separated male	0.3	00.0	0.0	0.3	0.3
Widowed, divorced or separated female	0.8	1.3	0.2	1.7	0.7
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE B

AGE AT LAST BIRTHDAY - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
16 or younger	0.0	0.0	0.0	0.0	0.0
17	0.5	0.0	0.6	0.9	0.6
18	17.9	17.0	18.6	22.7	17.3
19	39.7	37.7	35.4	30.2	36.5
20	24.3	25.1	19.2	23.8	25.3
21	5.4	7.6	7.6	7.9	7.1
22-25	6.2	4.4	12.2	8.6	9.0
26-30	1.5	0.0	2.9	2.4	2.3
31 or older	4.4	8.2	3.3	3.5	1.9
Unusable response	0.1	0.0	0.2	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE C

CREDIT HOURS REGISTERED THIS TERM - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
4 credit hours or less	0.5	0.6	1.2	0.0	0.6
From 5-8 credit hours	4.6	6.3	9.6	3.1	4.1
9-12 credit hours	24.4	13.9	25.6	23.0	15.6
13-16 credit hours	53.1	59.5	51.1	56.0	60.6
17-20 credit hours	15.9	18.4	11.5	17.7	18.4
21 or more credit hours	0.1	0.0	0.6	0.0	0.6
Unusable response	1.4	1.3	0.4	0.2	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE D

CUMULATIVE GRADE-POINT AVERAGE - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
0.00-0.49	0.2	0.0	0.2	0.4	0.2
0.50-0.99	1.6	0.6	0.6	0.5	0.4
1.00-1.49	8.7	7.5	4.9	4.8	3.6
1.50-1.99	24.7	20.8	17.0	25.8	16.6
2.00-2.49	34.5	34.0	38.0	39.2	37.8
2.50-2.99	17.6	22.0	21.9	17.3	21.1
3.00-3.49	7.4	7.5	9.0	5.9	12.5
3.50-4.00	2.6	3.8	4.3	1.7	5.6
Unusable response	2.7	3.8	4.1	4.4	2.2
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE E

PROGRAM OF STUDY - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Primarily college transfer	77.6	84.3	89.8	74.0	82.4
Primarily vocational	16.5	7.5	7.2	20.6	11.7
Neither	4.6	6.9	1.4	4.3	4.9
Unusable response	1.3	1.3	1.6	1.1	1.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE F

TIME SPENT AT THIS COLLEGE - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Less than one year	28.6	23.9	33.8	28.4	27.6
About one year	36.8	40.9	41.3	40.7	41.1
More than one year	34.3	34.6	24.9	30.9	31.1
Unusable response	0.3	0.6	0.0	0.0	0.2
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE G

TRANSFERS - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes, I did all my work here	80.9	85.5	72.0	75.9	77.6
No, transferred during Freshman year	7.5	5.0	15.1	10.7	10.9
No, transferred after Freshman year	9.9	8.2	11.3	10.5	9.9
No, started here, attended another school for a time, and then returned to this college	1.0	1.3	0.8	2.0	1.2
Unusable response	0.7	0.0	0.8	0.9	0.4
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE H

DISTANCE OF ABODE FROM COLLEGE - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
A few minutes walk	24.1	20.1	4.1	5.1	21.7
A long walk	10.3	15.1	3.5	5.7	12.1
Within easy driving distance	56.0	56.6	87.9	77.2	41.5
More than an hour's drive away	4.4	6.3	4.5	11.0	24.0
More than 100 miles away	5.0	1.3	0.0	0.6	0.6
Unusable response	0.2	0.6	0.0	0.4	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE I

GAINFUL EMPLOYMENT - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes, I work 10 hours a week or less	14.3	12.6	13.3	15.7	18.6
Yes, I work from 11 to 15 hours a week . .	10.0	9.4	9.4	7.9	9.1
Yes, I work from 16 to 21 hours a week . .	11.9	10.1	11.3	7.0	8.6
Yes, I work from 22 to 26 hours a week . .	7.2	8.2	5.9	4.4	4.1
Yes, I work from 27 to 32 hours a week . .	4.5	8.8	5.1	4.8	4.1
Yes, I work more than 33 hours a week . . .	6.5	5.6	13.9	7.7	5.3
No	45.2	44.0	40.7	51.9	50.0
Unusable response	0.4	1.3	0.4	0.6	0.2
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE J

GAINFUL EMPLOYMENT ON SATURDAY - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes	34.1	33.9	33.6	31.7	30.0
No	43.3	45.3	47.2	50.4	49.2
Sometimes	22.3	20.8	19.0	17.9	20.7
Unusable response	0.3	0.0	0.2	0.0	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE K

EMOTIONAL FEELING TOWARD THE COLLEGE - PERCENTAGE BY INSTITUTION - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
I have a strong attachment to it	7.7	26.4	19.0	15.1	15.0
I like it, but my feelings are not strong .	67.9	64.2	64.8	64.3	68.7
I have no feelings about it one way or another	16.3	7.5	12.7	12.2	11.5
I don't like it very much, but my feelings are not strong	6.3	1.9	2.1	6.3	4.1
I thoroughly dislike it	1.2	0.0	1.0	1.4	0.2
Unusable response	0.6	0.0	0.4	0.7	0.5
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE L

ATTENDED CLASSES, IN COLLEGE OR ELSEWHERE, ON SATURDAY - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes	4.5	5.7	2.7	7.0	4.4
No	95.4	94.3	96.9	92.1	95.2
Unusable response	0.1	0.0	0.4	0.9	0.4
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE M

WOULD ATTEND SATURDAY CLASSES, IF IT SHOULD BECOME NECESSARY TO OFFER THEM - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes	17.9	25.8	20.5	19.3	20.1
Yes, but it would be inconvenient	29.7	39.0	29.4	32.2	32.6
Yes, but it would be a great hardship	9.5	9.4	9.0	10.5	8.8
No	42.8	25.2	41.1	37.4	38.2
Unusable response	0.1	0.6	0.0	0.6	0.3
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE N

"KINDS OF CLASSES" TO BE OFFERED ON SATURDAY - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Regular classes offered during the week	10.7	9.0	9.6	9.1	9.8
Just laboratory classes	8.3	8.2	7.5	10.9	9.5
Classes that meet infrequently	8.4	6.5	8.0	8.1	8.9
The "kind of classes" to be offered is immaterial	8.2	9.4	8.4	6.9	8.1
Vocational and technical education classes	7.4	6.5	6.1	8.0	6.9
Just lecture and discussion classes	5.3	5.9	5.8	5.5	5.8
Adult classes now offered in the evening	5.0	4.4	6.8	4.7	5.5
Unused responses--offered a total of three, and unusable responses	46.7	50.1	47.8	46.8	45.5
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE O

ALTERNATIVE TIME FOR SATURDAY CLASSES, IF INCONVENIENT OR A HARDSHIP** - STUDENTS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Very early morning during the week	61.9	64.8	70.1	50.6	58.8
Very late evening during the week	31.3	25.8	21.1	40.0	33.6
Both early and late during the week	0.0	0.6	0.2	0.0	0.0
Unusable responses	6.8	8.8	8.6	9.4	7.6
TOTAL	100.0	100.0	100.0	100.0	100.0

**Large number of unusable responses due to the fact that a number of those who would not have attended Saturday classes volunteered an answer to this question.

TABLE P

KINDS OF CLASSES TO BE OFFERED ON SATURDAY - FACULTY

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
The "kind of classes" to be offered is immaterial	12.8	28.6	10.3	12.3	15.8
Regular classes offered during the week days	11.5	17.9	8.8	4.9	9.2
Classes that meet infrequently	7.4	3.5	7.4	9.9	11.3
Vocational and technical education classes	10.7	0.0	2.9	9.3	8.7
Just laboratory classes	7.4	7.1	4.4	11.7	5.0
Adult classes now offered in the evening. .	6.2	0.0	5.9	5.6	2.5
Just lecture and discussion classes	1.2	0.0	1.5	1.2	1.2
Unused responses--offered total of three. .	42.8	42.9	58.8	45.1	46.3
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE Q

ALTERNATIVE TIME TO SATURDAY INSTRUCTION - FACULTY

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Very early morning during the week	35.8	38.5	21.7	48.2	30.0
Very late evening during the week	40.7	23.0	26.1	29.6	36.3
Both early and late	0.0	0.0	0.0	0.0	0.1
Unused responses	23.5	38.5	52.2	22.2	32.6
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE R

FACULTY MEMBERS WHO HAVE EITHER TAUGHT OR ATTENDED SATURDAY CLASSES

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Have attended Saturday classes	37.1	53.8	21.8	25.9	35.0
Have taught Saturday classes	4.9	0.0	8.7	5.6	2.5
Have both attended and taught Saturday classes	7.4	0.0	13.0	7.4	12.5
Have neither attended nor taught Saturday classes	50.6	46.2	56.5	61.1	50.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE S

FACULTY MEMBERS WILLINGNESS TO TEACH SATURDAY CLASSES

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes	2.5	0.0	4.3	1.8	0.0
Yes, but reluctantly	2.5	15.4	4.3	1.8	3.7
Yes, but only if the conditions listed below are met	75.3	84.6	56.5	72.3	78.8
No	19.7	0.0	30.4	22.3	17.5
Unusable responses	0.0	0.0	4.5	1.8	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE T

FULL-TIME AND PART-TIME FACULTY STATUS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
A part-time instructor	7.4	7.7	8.7	11.1	2.5
A full-time instructor	80.3	92.3	60.9	72.2	93.8
A part-time instructor and a part-time administrator	12.3	0.0	30.4	16.7	3.7
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE U

LENGTH OF FACULTY SERVICE AT THIS COLLEGE

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
One year or less	24.7	46.2	52.2	25.9	23.8
More than one year, but less than two	16.1	46.2	30.4	14.8	13.8
From two to four years	28.4	7.6	17.4	29.7	17.5
From five to seven years	13.6	0.0	0.0	14.8	8.7
From eight to ten years	4.9	0.0	0.0	11.1	10.0
From eleven to thirteen years	3.7	0.0	0.0	3.7	8.7
More than thirteen years	8.6	0.0	0.0	0.0	17.5
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE V

FULL-TIME AND PART-TIME ADMINISTRATIVE STATUS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Full-time administrator	57.1	25.0	100.0	71.4	100.0
Part-time administrator	0.0	0.0	0.0	14.3	0.0
Part-time administrator and a part-time faculty member	42.9	75.0	0.0	14.3	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE W

LENGTH OF ADMINISTRATIVE SERVICE AT THIS COLLEGE

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
One year or less	28.6	0.0	33.3	14.3	0.0
More than one year, but less than two	0.0	75.0	66.7	14.3	0.0
From two to four years	14.3	25.0	0.0	42.8	75.0
From five to seven years	0.0	0.0	0.0	14.3	0.0
From eight to ten years	14.3	0.0	0.0	0.0	0.0
From eleven to thirteen years	0.0	0.0	0.0	14.3	25.0
More than thirteen years	42.8	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE X

EXPERIENCE IN ATTENDING, TEACHING IN, OR SERVING AS AN ADMINISTRATOR IN AN INSTITUTION THAT OFFERED SATURDAY CLASSES

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Have attended Saturday classes	28.6	50.0	0.0	42.8	25.0
Have taught Saturday classes	0.0	0.0	33.3	0.0	0.0
Have served as an administrator in an institution that had Saturday classes.	0.0	0.0	0.0	14.3	25.0
Have both attended and taught Saturday classes	0.0	0.0	0.0	0.0	0.0
Have both attended and served as an administrator in an institution having Saturday classes	14.3	0.0	0.0	14.3	0.0
Have both taught and served as an administrator in an institution having Saturday classes	0.0	0.0	0.0	0.0	25.0
Have neither attended, taught in, nor served as an administrator in an institution that had Saturday classes.	42.8	50.0	66.7	28.6	25.0
Unused responses	14.3	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE Y

WOULD AGREE TO TEACH SATURDAY CLASSES - ADMINISTRATORS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Yes	14.3	0.0	0.0	0.0	25.0
Yes, but reluctantly	14.3	0.0	33.3	0.0	0.0
Yes, but only if the conditions listed below are met	71.4	75.0	66.7	85.7	75.0
No	0.0	0.0	0.0	14.3	0.0
Unused responses.	0.0	25.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE Z

KINDS OF CLASSES TO BE OFFERED ON SATURDAY - ADMINISTRATORS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Just laboratory classes	14.3	16.7	11.2	19.0	0.0
The "kind of classes" to be offered is immaterial	9.5	16.7	0.0	9.5	25.0
Regular classes offered during the week days	14.3	0.0	22.2	14.3	8.3
Vocational and technical education classes	14.3	0.0	22.2	14.3	0.0
Adult classes now offered in the evening	9.5	8.3	0.0	14.3	0.0
Classes that meet infrequently	14.3	0.0	22.2	4.8	0.0
Just lecture and discussion classes	4.8	0.0	0.0	0.0	0.0
Unused responses	19.0	58.3	22.2	23.8	66.7
TOTAL	100.0	100.0	100.0	100.0	100.0

TABLE AA

ALTERNATIVE TIME TO SATURDAY INSTRUCTION - ADMINISTRATORS

	Colleges				
	A	B	C	D	E
	%	%	%	%	%
Very early morning during the week	28.6	0.0	0.0	42.9	0.0
Very late evening during the week	42.8	50.0	0.0	0.0	25.0
Unused responses	28.6	50.0	100.0	57.1	75.0
TOTAL	100.0	100.0	100.0	100.0	100.0